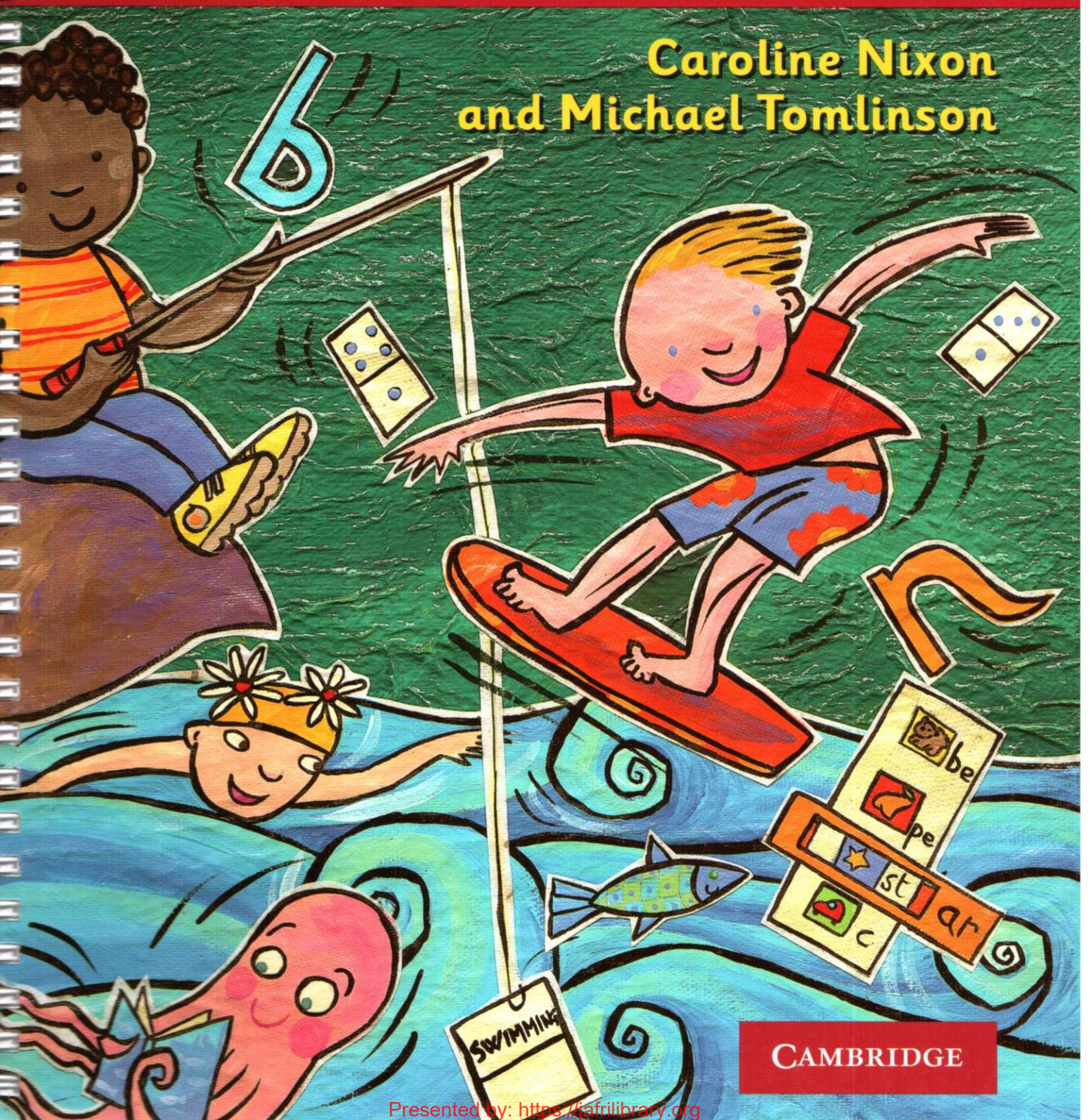
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PRIMARY READING BOX

CAMBRIDGE copy COLLECTION

Reading activities and puzzles for younger learners



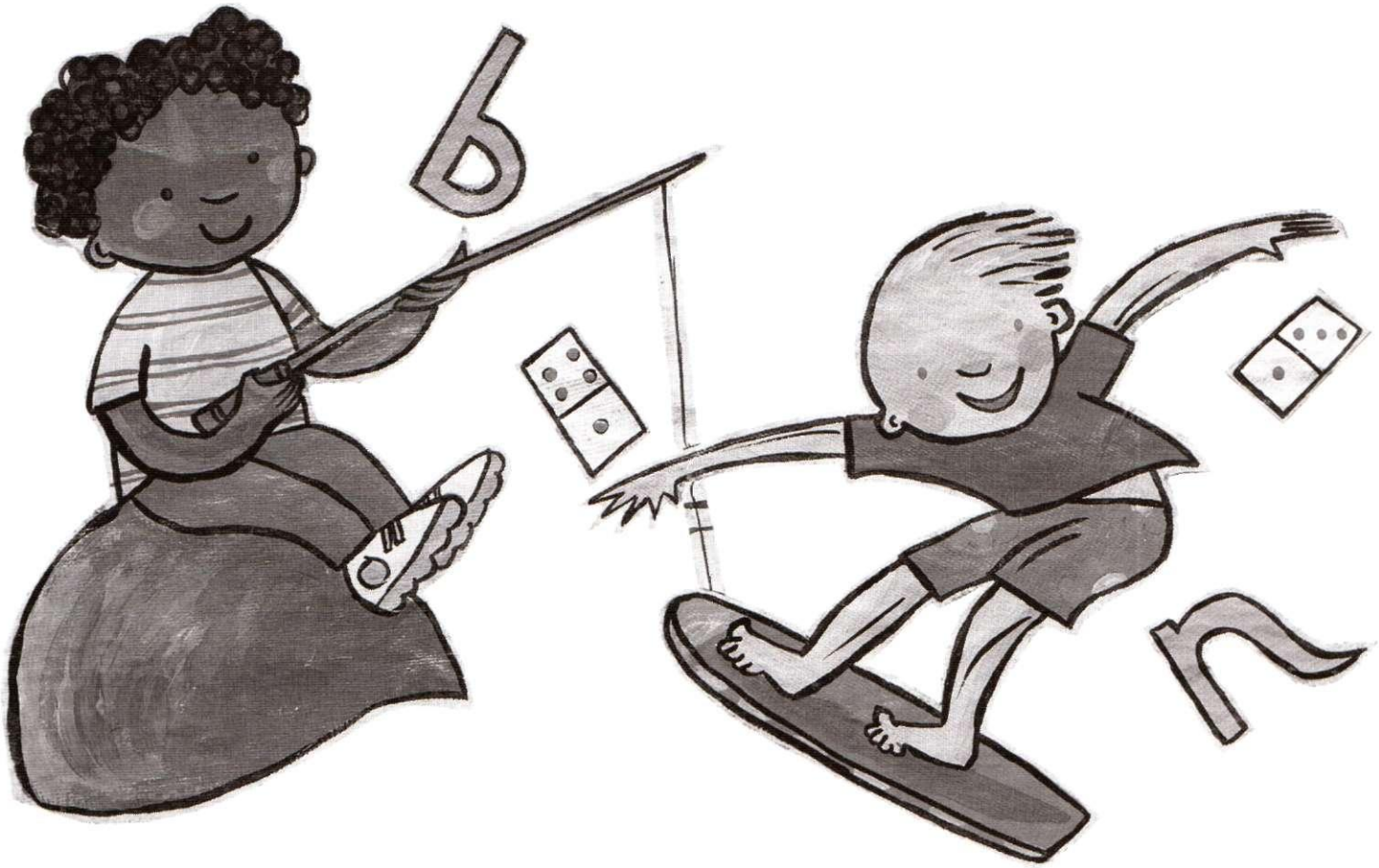
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PRIMARY READING BOX

Reading activities and puzzles for younger learners

Caroline Nixon
and Michael Tomlinson



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Activity title	Language focus	Reading focus	Activity type	Time	Logistics
Level 0: Getting ready (pre-reading)					
0.1 Colourful letters	*a, b, c, d, e, g, o, p*, colours	Letter recognition	Colouring activity	20	Individual
0.2 Mystery picture	*q, w, g, y, s, x, v, z*, colours	Letter and word recognition	Matching and colouring activity	30	Individual
0.3 Spell it	Letters, food and drink	Letter and word recognition	Matching and spelling game	30	Individual
0.4 Colours	Colours, numbers *1–4*, instructions	Word recognition	Team game and colouring	30	Small group/ individual
0.5 Colourful instructions	Instructions, colours	Word recognition	TPR game and matching activity	40	Whole class/ individual
0.6 Word cards	Key words	Word recognition	Matching game	10	Individual/pairs
Level 1: Starting off (age approximately 7–8)					
1.1 Count to ten	Numbers *1–10*	Number and word recognition	Make and do and matching card game	40	Individual/ small group
1.2 Word slide	Word formation	Word recognition	Make and do and game	40	Whole class/pairs
1.3 Pairs of squares	Classroom vocabulary, colours	Word recognition	Matching and colouring activity	20	Individual
1.4 Animal farm	Farm animals, *a–j*, colours	Reading comprehension of words and sentences	Word comprehension and colouring activity	30	Individual
1.5 Word lotto	Animals, transport, clothes, classroom objects	Word recognition	Matching game and make and do	30	Small group
1.6 Snake pictures 1	Simple nouns	Word recognition	Picture sequencing puzzle	30	Individual
1.7 Join the dots	Basic vocabulary	Word recognition and reading comprehension of words	Join the dots puzzle and comprehension activity	30	Individual/pairs
1.8 Word maze 1	Food and drink, body, animals, classroom, clothes	Word recognition and grouping of words	Game and classification puzzle	30	Whole class/ individual
1.9 Family album	Present continuous, age, family members	Reading short texts for gist	Matching activity	30	Individual
1.10 Picture reading	Present continuous, *to be, has got*, question forms	Reading comprehension of sentences	Question and answer and reading activity	30	Whole class/ individual
1.11 Leisure dominoes	Leisure activities	Reading comprehension of words and phrases	Matching game	20	Small group
1.12 Is that right?	Present simple, *can, to be, has got*	Reading comprehension of sentences	Question and answer and reading activity	20	Whole class/ individual
1.13 Word groups	House, parts of the body, clothes, pets	Word recognition and grouping of words	Vocabulary classification activity	20	Individual
1.14 Questions and answers	Questions and answers, *is, are, there are, have got*	Reading comprehension of questions and answers	Matching activity and mingle	20	Pairs/whole class

PRIMARY READING BOX

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Activity title		Language focus	Reading focus	Activity type	Time	Logistics
1.15	Under the sea	Sea, colours, prepositions, adjectives	Reading comprehension of a text	Game, TPR and colouring activity	50	Small group/whole class/individual
1.16	Beside the seaside	Present simple	Reading comprehension of a text	Reading and picture sequencing	30	Individual
Level 2: Moving on (age approximately 9–10)						
2.1	Opposites jigsaw 1	Opposites: adjectives and verbs	Word recognition	Game and matching puzzle	20/40	Small group/pairs
2.2	Quiz in code	Simple question forms and answers	Reading sentences in code	Reading puzzle	30	Individual
2.3	In the wild	Wild animals	Reading crossword clues	TPR game and crossword	30	Whole class/ individual
2.4	Word maze 2	Parts of the body, furniture, clothes, verbs, adjectives	Word recognition and grouping of words	Game and classification puzzle	30	Whole class/ individual
2.5	Family tree	The family	Reading comprehension of a text	Information transfer puzzle	30	Individual
2.6	What do we say?	Formulaic expressions for everyday situations	Reading comprehension of speech bubbles and expressions	Role play and reading puzzle	40	Whole class/ individual
2.7	Broken sentences 1	Present continuous verb + complement	Reading comprehension of sentences	Matching activity	20	Pairs
2.8	Peter's holiday	Present simple	Reading comprehension of a story text	Error correction	30	Individual
2.9	Snake pictures 2	Definitions of simple nouns, verbs and determiner	Word recognition and extracting meaning from sentences	Word recognition and definition puzzle	30	Individual
2.10	Seven day chant	Days of the week, present simple, present continuous	Reading comprehension of a chant	Chant and matching activity	30	Whole class/ individual
2.11	*Going to* dominoes	*Going to* future	Reading comprehension of sentences	Matching game	30	Small group
2.12	Home-to-home	Town vocabulary, instructions	Reading comprehension of short texts	Board game	30	Small group
2.13	Sentence jumble 1	Syntax, present tenses, *going to, would like*	Reading comprehension of sentences	Matching activity	30	Individual/ small group
2.14	Reading instructions	Imperatives	Reading instructions for detail	TPR game and reading activity	30	Whole class/ individual
2.15	Maskman and the Sweet Pirate	Past simple, narrative	Reading a comic story for gist and text organisation	Matching activity	30	Individual
2.16	Trevor Troll	Language of physical description, adjectives	Reading comprehension of a text	Reading and colouring	40	Individual

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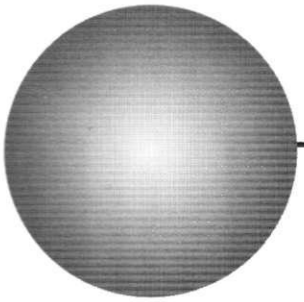
Activity title	Language focus	Reading focus	Activity type	Time	Logistics
Level 3: Flying high (age approximately 11–12)					
3.1 Riddle-me-read	Months, seasons, ordinal numbers	Reading to solve riddles	Game and riddle (puzzle)	30	Small group/ individual
3.2 Opposites jigsaw 2	Opposites: adjectives and verbs	Word recognition	Game and matching puzzle	20/40	Small group/pairs
3.3 Wordchain	Vocabulary and definitions	Extracting meaning from sentences	Vocabulary puzzle	30	Pairs
3.4 Banana ice cream	Recipe, imperatives, sequencers	Reading comprehension of a recipe and text organisation	Jumbled reading	30	Pairs
3.5 Only joking!	Jokes, superlatives, letters of the alphabet	Reading comprehension of jokes	Matching activity	20	Pairs
3.6 Animal magic	Magazine article, pets, comparatives, superlatives	Cloze reading and reading for gist	Cloze reading activity	40	Individual/pairs
3.7 What's in a word?	General knowledge, questions and answers	Reading comprehension of questions	Game and quiz	30	Small group
3.8 Li Sun	Sequencing, text ordering	Reading comprehension of a text	Sequencing activity and puzzle	50	Individual/pairs
3.9 Where are they sitting?	Past simple, prepositions	Reading comprehension of sentences	Cognitive puzzle and information transfer	30	Individual
3.10 Broken sentences 2	*Because*, clauses of reason	Reading comprehension of sentences	Matching activity	20	Pairs
3.11 Robin Hood	Past narrative	Reading a comic story for gist and text organisation	Matching activity	30	Pairs
3.12 Sentence jumble 2	Syntax, past tenses, obligations	Reading comprehension of sentences	Matching activity	30–45	Individual/ small group
3.13 Books, books, books	Present simple, present continuous, description	Reading book summaries for gist	Reading comprehension activity	30	Individual
3.14 Text messages	Using telephone 'text' language	Reading comprehension of a text and a text message	Reading and coded information transfer	50	Individual/pairs
3.15 A science superstar	Biography, past narrative	Extended reading for gist	Extended reading and sequencing activity	30	Individual/pairs

Broken words	Level	Reading focus	Activity type	Time	Logistics
1 Animals	1	Word recognition	Vocabulary matching activity	25	Individual
2 Parts of the body	1	Word recognition	Vocabulary matching activity	25	Individual
3 Rhyming verbs	2	Word recognition	Vocabulary matching activity	25	Individual
4 Clothes	2	Word recognition	Vocabulary matching activity	25	Individual
5 Food and drink	3	Word recognition	Vocabulary matching activity	25	Individual
6 Verbs	3	Word recognition	Vocabulary matching activity	25	Individual

PRIMARY READING BOOK

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Introduction

What is *Primary Reading Box*?

Primary Reading Box is a resource book of photocopiable supplementary activities to help teachers develop reading skills in younger learners (7–12 years approximately). It is appropriate for beginner and pre-intermediate level pupils and is based around the vocabulary found in courses of these levels and the Cambridge Young Learners English Tests (Cambridge ESOL).

The book includes over 55 photocopiable activities, complete with teacher's notes and extension tasks for further language practice. It is divided into five sections: one section of pre-reading activities, three sections of extended activities grouped according to pupils' levels and ages, and a section of 'Broken word' puzzles. The activities are of different lengths, ranging from 20-minute 'fillers' through to extended reading activities that may occupy the greater part of the lesson. Through game playing, in pairs and in teams, the material encourages autonomy, cooperation and social skills that are so important for the development of younger learners.

The intention is to provide both teacher and pupil with enjoyable activities which will make teaching and learning fun. To this end, the book adopts a non-technical approach and aims to be accessible to native and non-native teachers of English. The teaching methods found here are a combination of current EFL trends and techniques which are being used in Britain to teach English as a first language. While there is a selection of activities appropriate to different teaching and learning styles (bodily-kinaesthetic, visual and audio), the emphasis in most of them is on developing reading skills and consolidating language.

Primary Reading Box is intended to be used primarily for the development of reading skills. By 'reading', we refer both to the preliminary skill of recognising letters and words, albeit to a lesser degree, and to the subsequent skill of reading for comprehension. We have included activities that take younger learners through the following process: letter recognition, word recognition, reading of short sentences, reading of short texts, reading of longer texts.

While the book is not intended to be a progressive reading course, the six activities in the first section deal with the development of pre-reading skills (letter and word recognition). These are aimed to offer practice both to the younger learner who is familiar with the Roman alphabet, and to the slightly older learner who is not.

There is a selection of different types of texts: fact, fiction, magazine, comic, short story, poems, jokes, recipes and simple definitions for puzzles. Similarly, there is a selection of activity types which include: reading and colouring, matching, jigsaw reading, true/false, comprehension questions, class mingle, puzzles, gap-fill, information transfer and board games.

Who is *Primary Reading Box* for?

Age range

The book has been divided into four levels within the 7–12-year age range. Within each level we have tried to bear in mind the specific needs of each age group. The needs of those seven-year olds who cannot yet read or write confidently contrast sharply with those of 11–12-year olds who need a more challenging type of activity. For each activity, we suggest the age range for which it is suitable. However, these ages are intended only as a guide, as children's capacity to do any particular activity will depend largely on their first language, cultural background and the length of time they have been learning English. In all cases, teachers are the best judges of their pupils' ability to carry out an activity successfully, irrespective of their age. The time it takes to do an activity will also vary with the age and ability of the pupils. The amount of time we recommend for each activity should be taken to be the most that a class at the younger age range would need. The four levels used in *Primary Reading Box* are intended as a guide to the language abilities pupils will need in order to do the activities.

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Introduction

Level	Section	Approximate age	Skills	Language content
0	Getting ready	Pre-reading age	Pre-reading	Letters of the alphabet, colours, instructions, key words
1	Starting off	7–8	Letter and word recognition Reading comprehension	*Be, have, can, there is/are,* imperative, present continuous, determiners, pronouns, time
2	Moving on	9–10	Controlled reading for comprehension Classification of simple parts of speech Emerging cognitive skills for language learning	Simple present, *want, must, going to* future, simple past, adverbs of frequency, adverbs of manner, determiners, comparative and superlative adjectives
3	Flying high	11–12	Reading for gist Reading for classification Communication Developing cognitive skills for language learning	Simple past, past continuous, *will* future, first conditional, possessive pronouns, discourse

Logistics

A lot of activities that we have labelled as 'individual' can equally be done in pairs and, in some cases, even in small groups. There are several factors that dictate organisation in the classroom, such as pupils' needs, personal preference, preparation time and resource budgets. Again we feel that teachers are the best judges of their classroom needs and will adapt the logistics accordingly.

Using *Primary Reading Box* – tips for teachers

The following suggestions are based on our own experience in the classroom. They are by no means definitive and aim simply to give a few teaching ideas to less experienced teachers.

Preparation

- The most important thing with any kind of task is to make sure that the pupils have been well prepared beforehand, that they know all the words they will need and that they understand the object of the exercise. Equipping your pupils properly with the necessary linguistic tools to enable them to carry out a task successfully will ensure that it is a challenging and enjoyable one for all. Without the necessary preparation, learners may have a negative learning experience, which will cause them to lose confidence and become frustrated with an activity that, quite simply, they have not got the capacity to do.
- For some activities it is not important for the learner to understand every word. In these exercises we are more interested in pupils understanding the gist. Some of the visual aids that accompany each activity should provide the learner with sufficient information to be able to understand the overall concept. It is important then, at this stage, not to spend precious time on lengthy and complicated explanations of specific words, but for pupils to read and extract sufficient information to be able to carry out the task.

Recycling

- It has been calculated that adept English children learning their own language need to be exposed to a written word at least 20 times before they will recognise it and be able to reproduce it accurately. For slower learners, this number increases to 100. In light of these statistics, we feel that the more the younger learner is exposed to the same words, the better. For this reason, some activities concentrate on practising the same words in a variety of different ways.

Classroom dynamics

- Try to move around the classroom while explaining or doing the activities, circulating among your pupils. In this way, you project an air of confidence, of being in command and of being more accessible to pupils. Moving around the classroom also enables you more effectively to supervise and monitor pupils who may need more attention at times. Movement in the classroom tends to hold pupils' attention better and makes the class more lively and dynamic.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive groups. For example, weaker pupils could be put next to stronger ones, and more hardworking pupils next to disruptive ones. Pupils might benefit from working with children they may not usually associate with.

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Noise

- Some activities, especially those that involve pupils speaking and moving around in the classroom, will generate a lot of excitement. In the book, we use the symbol below to indicate this type of activity. When children are excited, they tend to be very noisy and may even lapse into their first language to discuss some aspect of the activity. Where this is the case, try to follow a 'stirring' activity with a 'settling' one.
- Although it can be difficult to get used to at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. Regardless of which language they use, if children are sufficiently stimulated by an activity to want to talk about it, then this can only be interpreted as a positive response. You must ensure, however, that only English is used for the completion of specific reading for communication tasks.



Teaching and learning

- Encourage pupils to use their own resources to try to solve a task. Try to guide pupils towards finding the right answers, rather than supplying them yourself, even if this means allowing them to make mistakes. Making mistakes is a vital part of the learning process.
- While recognising that their language input may sometimes be limited, we feel that 'make and do' activities are particularly valid for the younger age groups. Certain creative aspects of some of the activities (colouring in, cutting out, folding paper, sticking, etc.) develop fine motor skills and encourage the enjoyment of language learning, thereby making it more memorable. Children also have something concrete to take home and keep.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and children will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.

Fast finishers

- Extension activities can be given to those pupils who need an extra task to keep them occupied while the rest of the class finish the main activity. In activities where it is necessary to prepare material, these pupils can be kept busy helping the teacher with cutting out, collecting in and cleaning up.

Competition

- An element of competition can make many children try harder. However, while a competition can be a good incentive for an otherwise lazy pupil, it can sometimes be demotivating for a less able but ordinarily hardworking one. Before playing a competitive game, it may be useful to explain to children that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to see that, when they play a game, they can practise and learn more English, so they each win a prize, and that prize is knowledge. Nonetheless, it is always a good idea to balance competitions with other activities to be able to reward or praise individuals according to their needs and performances.
- Competitions can also lead to a lot of noise and overenthusiasm in the classroom. Any discipline problems can, however, be controlled by keeping a running total of points on the board and deducting points for shouting out the answer or misbehaviour.

Portfolios

- As parents and carers are taking a growing interest in their children's learning, making personal folders is the perfect way for pupils to take their work home so they can show off what they have learnt in their English lessons. The completed worksheets in *Primary Reading Box* are ideal for including in such a personalised portfolio, as are those from its sister titles, *Primary Activity Box*, *Primary Grammar Box*, *Primary Vocabulary Box*, *Primary Communication Box* and *Primary Pronunciation Box*.

Storage of material

- To make flashcards more attractive and appealing to younger learners, it is a good idea to enlarge them, colour them in and laminate them with protective adhesive plastic. In this way, you will always have them ready for future use.
- In the same way, it is a good idea to photocopy different sets of the same game onto different coloured card and laminate them with adhesive plastic. These can then be stored for easy retrieval at short notice at a later date.

Caroline Nixon and Michael Tomlinson, Murcia 2005

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PRIMARY READING BOX

0.1

Colourful letters

ACTIVITY TYPE
individual colouring activity

LANGUAGE FOCUS
letters: *a, b, c, d, e, g, o, p*
colours

READING FOCUS
letter recognition

LEVEL
0

AGE RANGE
Pre-reading

TIME
20 minutes

MATERIALS
a copy of the *Colourful letters* worksheet per pupil, crayons

Before class

Make a copy of the *Colourful letters* worksheet for each pupil. Choose eight colours for the activity.

In class

1. Copy the letters from the worksheet on the board, one at a time, asking your class what letters they are. If they are not familiar with the letters, say them aloud for them to repeat. You can practise them further by writing them randomly for the class to shout out which letters they are.
2. Revise the eight colours of your choice, if necessary.
3. Copy the chart from the worksheet on the board:

a		e	
b		g	
c		o	
d		p	

4. Give out the worksheets and crayons. By example, show pupils how to colour in the boxes. Point to the box next to the letter 'a' and say *Blue*. Mime colouring the box blue and encourage your pupils to take a blue crayon and colour the box. Continue with the box next to the letter 'b', saying *Green* for them to colour the box appropriately. Repeat the procedure for the other letters.
5. Draw pupils' attention to the second part of the worksheet. Point to a letter, e.g. 'a', and say *What colour is this?* to elicit the answer *Blue*. Take a blue crayon and mime colouring the 'a's in the picture. Continue the procedure until pupils have a clear idea of the activity.
6. Pupils colour in the worksheets individually as you circulate to monitor and help.

Extension

For further practice of the letters in the activity, write them on eight large pieces of paper and put them on the walls around the classroom.

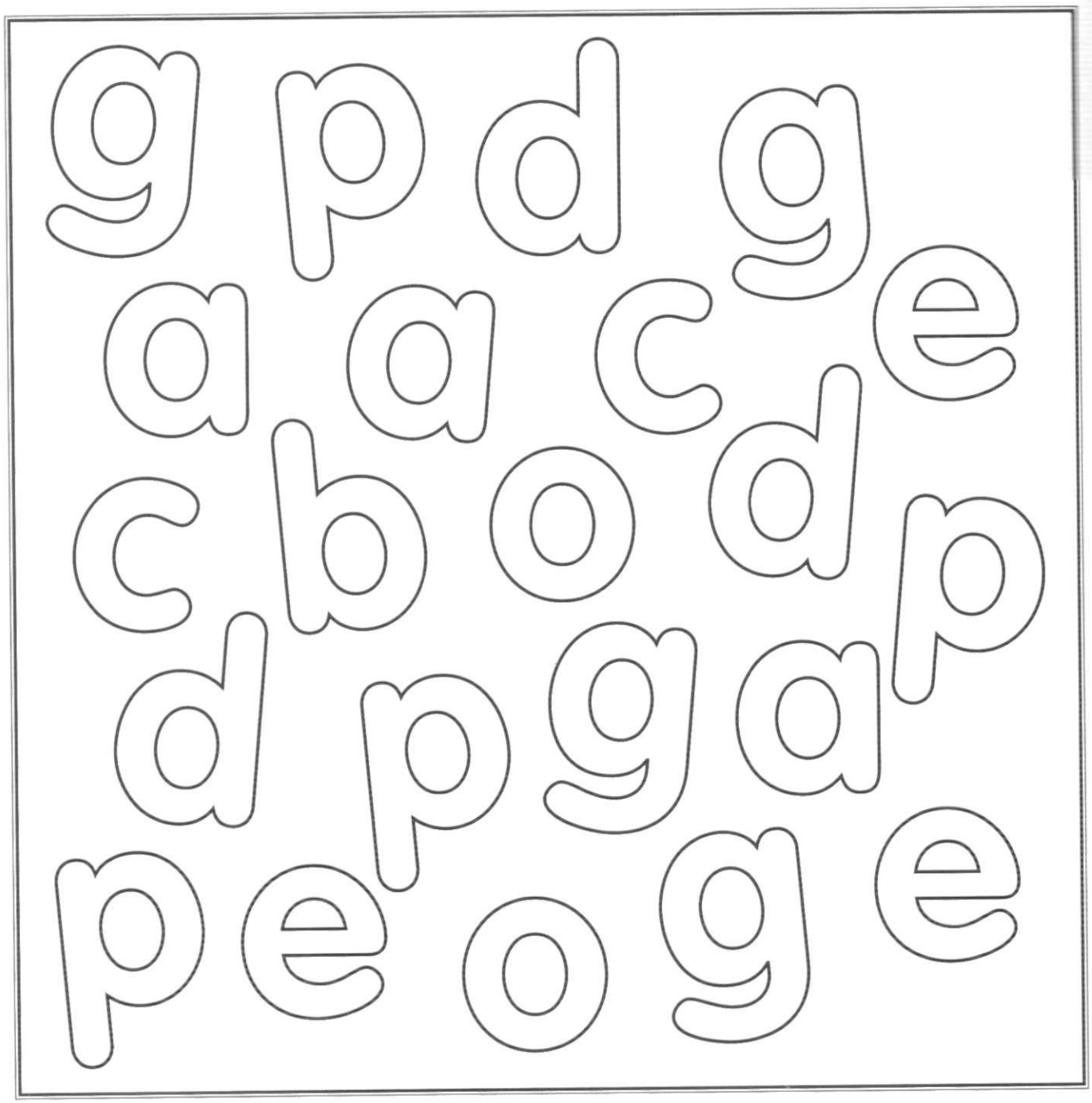
Divide the class into six different teams and give each team member a number from 1 to (5). Shout out a letter and a number for the member of each team to go to the correct letter.

To complicate the game, you can colour the letters and have more than one of each, e.g. a blue 'b', a yellow 'b' and a brown 'b'. Play as above, telling pupils to go to blue 'b' or yellow 'b', etc.

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a		e	
b		g	
c		o	
d		p	



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PRIMARY READING BOX

0.2

Mystery picture

ACTIVITY TYPE
individual matching and colouring activity

READING FOCUS
letter and word recognition

LANGUAGE FOCUS
colours: *blue, grey, red, yellow, green, orange, black, white*
letters: *q, w, g, y, s, x, v, z*

LEVEL
0

AGE RANGE
Pre-reading

TIME
30 minutes

MATERIALS
a copy of the *Mystery picture* worksheet per pupil and one enlarged copy of the *Mystery picture* worksheet, a set of colour flashcards, crayons

Before class

Make one enlarged copy of the *Mystery picture* worksheet, and a copy of the *Mystery picture* worksheet for each pupil. On eight pieces of card, make a set of colour flashcards by writing the colour words and colouring them appropriately.

In class

1. Hold up each of the flashcards in turn, saying *Look, listen and repeat* for pupils to say the words after you.
2. When pupils are familiar with each of the words, play an 'instructions' game.
   - **a** Place the flashcards around the classroom. Say *Point to red, please,* for pupils to do the action. If necessary, do the action (point) to help them.
   - **b** Repeat with the other colours, doing it more and more quickly.
   - **c** You can add other instructions (*touch, look at,* etc.) or negatives (*Don't*) to make the game more complicated. (You can also include the letters of the alphabet, if your pupils are unfamiliar with them, by placing flashcards with letters of the alphabet around the classroom.)
   - **d** You can make the game competitive. Say *Point to red, please,* for pupils to do the action. Then say *Point to red* (pupils do not do the action). Repeat with other colours and other instructions.
3. Give out the worksheets and crayons. By example, show pupils how to colour in the boxes. Hold up a blue crayon, saying *Look. Blue* and colour the 'q' box on your worksheet. Allow pupils time to do the same. Repeat the procedure until all of the boxes are coloured correctly.
4. Draw pupils' attention to the picture and say *Where's q?* Give pupils time to find the other 'q's on the picture and point to them. Pick up the blue crayon and mime colouring in the 'q' letters. Continue the procedure until pupils have a clear idea of the activity.
5. Pupils colour in the worksheets individually as you circulate to monitor and help.

Extension

Pupils stick their finished pictures of the plane onto card, cut them out and display them round the classroom.

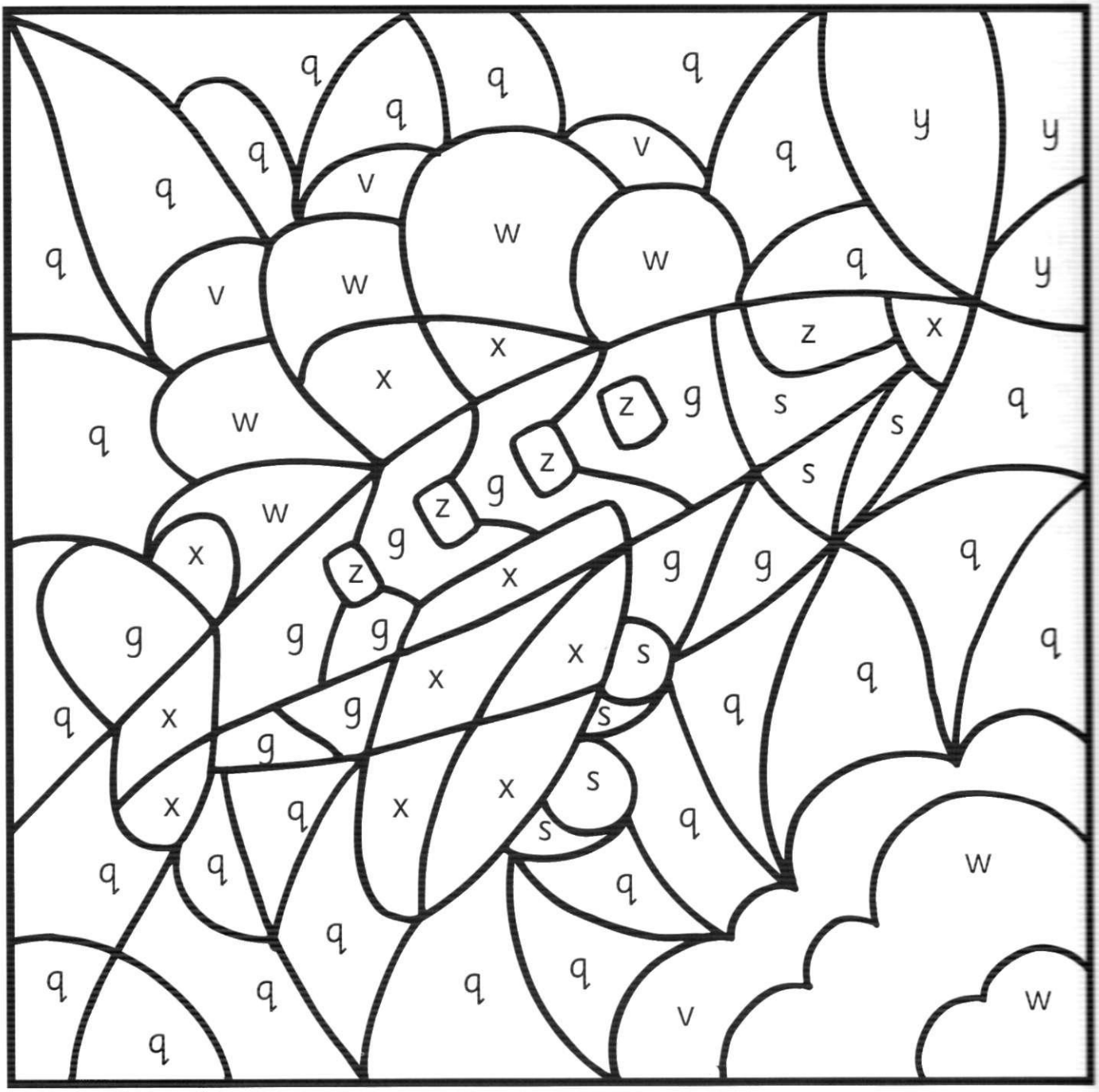
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Colour the letters.

q	blue	
w	grey	
g	red	
y	yellow	

s	green	
x	orange	
v	black	
z	white	



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PRIMARY READING BOX

0.3

Spell it

ACTIVITY TYPE
individual matching and spelling game

READING FOCUS
letter and word recognition

LANGUAGE FOCUS
letters of the alphabet

food and drink: *apple, water, fish, orange, milk, bread, juice*

LEVEL
0

AGE RANGE
Pre-reading

TIME
30 minutes

MATERIALS
a copy of the *Spell it* worksheet per pupil, crayons, scissors, glue, food and drink flashcards or realia

Before class

Make one copy of the *Spell it* worksheet for each pupil.

In class

1. Pre-teach or revise the food and drink vocabulary with flashcards or realia.
2. Give pupils a copy of the worksheet. Ask pupils to colour the letter cards at the bottom of the page yellow, in a way that the letters can still be clearly seen. (This is so that the letter cards in the finished activity can be easily differentiated from the letters on the baseboard.) Ask pupils to cut the coloured letter cards up into individual letters.
3. Demonstrate the game to the class. Using a big table or the floor, spread a set of letters out, face up. Find the letters that form the words next to the pictures and cover each letter of the words with the same yellow one.
4. Pupils then play individually to match their letters to the words.
5. Circulate as they play to monitor and check. Where the wrong letters have been selected, prompt pupils to elicit the correct selection by drawing their attention to the similarities in the letter shapes, even asking them to trace the letter with their finger to 'feel' it, if necessary, rather than giving the answer.

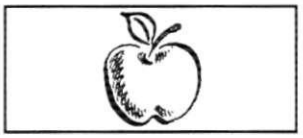
Extension

Pupils can transfer the food and drink words to their notebooks, stick the letters onto the page and draw the pictures next to them.

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Baseboard



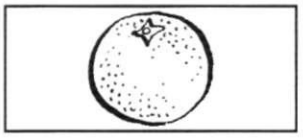
a p p l e



w a t e r



f i s h



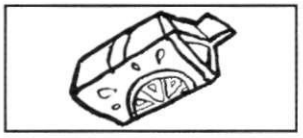
o r a n g e



m i l k



b r e a d



j u i c e

Letter cards

a	a	a	a	b	c	d	e	e
e	e	e	f	g	h	i	i	i
j	k	l	l	m	n	o	p	p
r	r	r	s	t	u	w		

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PRIMARY READING BOX

0.4

Colours

ACTIVITY TYPE
small group team game and individual colouring

READING FOCUS
word recognition

LANGUAGE FOCUS
colours: *red, yellow, blue, green, orange, purple, white, black, brown, grey, pink*
numbers *1–4*
instructions: *pick up, point to, colour*

LEVEL
0

AGE RANGE
Pre-reading

TIME
30 minutes

MATERIALS
a copy of the *Colours* worksheet per pupil, a set of crayons (one of each colour) for every three to four pupils

Before class

Make a copy of the *Colours* worksheet for each pupil.

In class

1 Pre-teach the eleven colour words (see Language focus).

   a Divide the class into small groups of three to four pupils sitting around a desk and give out a set of crayons to each. Give each pupil a number (one, two, three or four). Hold up a red crayon and say *Red. Repeat. Red* to elicit the choral response *Red*. Repeat the procedure with the other colours.

   b Hold up a red crayon and say *What's this?* to elicit *It's a crayon*. Say *What colour's this?* to elicit *It's red*. Hold up each different colour crayon in turn, repeating the question *What colour's this?* to elicit the answer *It's …*

   c Explain the game by demonstration. With mime, say *Number 2. Pick up the red crayon* and check that pupil number 2 in each group has carried out the instruction correctly. Repeat the instruction with different numbers and different colours, to ensure that pupils have a clear idea of the game. Play the game by calling out instructions with different number and colour combinations, for pupils to carry out the action.

2 Play a 'colour code' game. Explain this by demonstration. Take a set of crayons and say *Red, blue, green*. Place these crayons on the desk one after the other in the same order, going from left to right. Practise with pupils until they have a clear idea of the game. Pupils play the game in teams. Make longer colour sequences to make the game more challenging. Circulate to monitor and help.

3 Draw your pupils' attention to the board. Write each colour word on the board at random. Say each word aloud for pupils to repeat after you as you do so. Play a board game. Explain the game by demonstration. Say *Point to red* and point to the word. Say *Number 3, point to green*, while indicating with gestures that the pupils with this number come to the front and point to the word. The first one to point to the right word wins a point for his or her team. Continue playing the game in the same way.

4 Give out the worksheets. Explain the activity by demonstration. Hold up a worksheet and point to a word, e.g. 'purple'. Say *What colour's this?* to elicit the answer *Purple*. Pick up a purple crayon and mime colouring in the word. Pupils colour in the words on their worksheets, working individually in their groups and sharing the crayons.

5 Circulate to monitor and correct. Correct each pupil's worksheet individually.

Extension

Divide the class into teams of three to five. Write a colour word on the board for pupils to hold up the corresponding crayon and win a point for their team.

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PRIMARY READING BOX

0.5

Colourful instructions



ACTIVITY TYPE
whole class TPR game, individual matching activity

READING FOCUS
word recognition

LANGUAGE FOCUS
instructions: *look, listen, colour, draw, read, cut*
colours

LEVEL
0

AGE RANGE
Pre-reading

TIME
40 minutes

MATERIALS
a copy of the *Colourful instructions* worksheet per pupil, a set of instructions flashcards, crayons

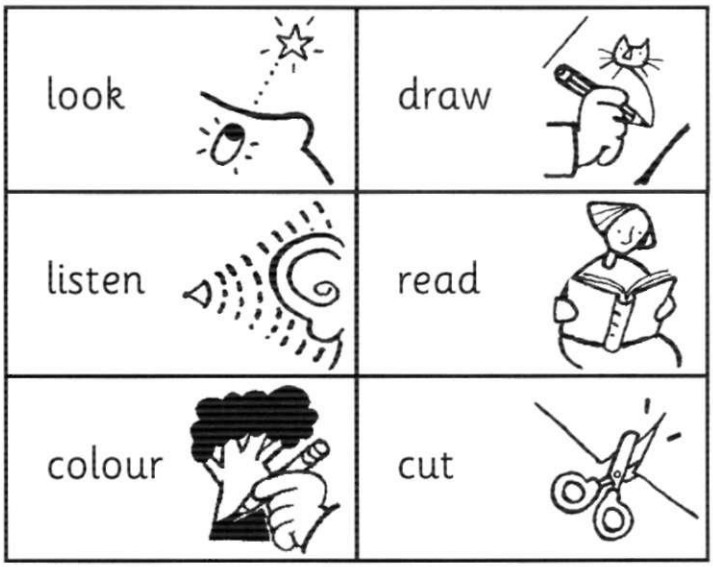
Before class

Make a copy of the *Colourful instructions* worksheet for each pupil. Make an enlarged copy of the pictures at the bottom of this page to make six flashcards.

In class

1. Mime each of the verbs (see Language focus) for pupils to copy collectively. Ensure that there is a clear difference between *draw* and *colour*, to avoid ambiguity.
2. When pupils are familiar with each of the words, play a miming game. Place the flashcards face down in a pile on the front table, turn the first one over, look at it in secret and mime the action for individual pupils to guess the word. The pupil who guesses the word correctly comes to the front, takes the next card and mimes the action. If necessary, name pupils to guess the mime to ensure that weaker or shyer children get a chance to answer. When all six actions have been mimed, shuffle the cards and play again.
3. Give out the worksheets and crayons. By example, show pupils how to colour in the boxes. Hold up a pink crayon, saying *Look. Pink* and colour the corresponding box on your worksheet. Allow pupils time to do the same. Repeat the procedure until all of the boxes are coloured correctly.
4. Draw pupils' attention to the illustration of 'look' and the word to the right of it. Point to the large picture and say *Where's 'look'?* Give pupils time to find other 'look' words on the picture and point to them. Pick up the pink crayon and mime colouring in the 'look' words. Continue the procedure until pupils have a clear idea of the activity.
5. Pupils colour in the worksheets individually as you circulate to monitor and help.
6. Display pupils' finished pictures round the classroom.

Photocopiable flashcards



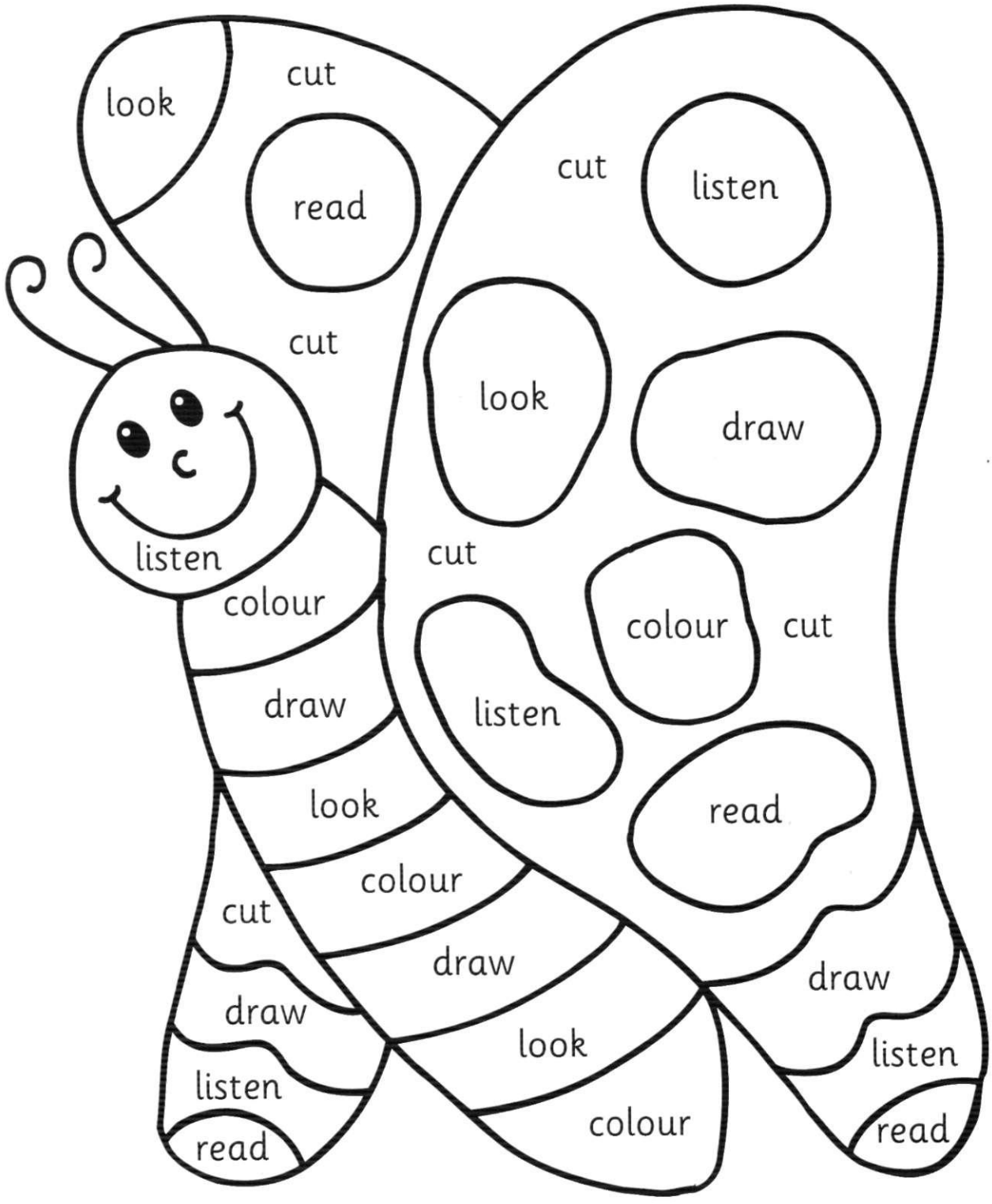
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	look – pink
	listen – blue
	colour – yellow

	draw – green
	read – orange
	cut – purple



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PRIMARY READING BOX

0.6

Word cards

ACTIVITY TYPE
pair matching game

READING FOCUS
word recognition

LANGUAGE FOCUS
key words (see worksheet)

LEVEL
0

AGE RANGE
Pre-reading

TIME
10 minutes over several classes

MATERIALS
an enlarged copy of the *Word cards* worksheet, a copy of the *Word cards* worksheet per pupil, scissors

Before class

Make an enlarged copy of the *Word cards* worksheet, stick this on card and cut it up into enlarged word cards. Make one copy of the *Word cards* worksheet for each pupil. Select a group of words that you want to practise and teach, e.g. the first six on the worksheet. Either cut up six words for each pupil, or let pupils cut them out themselves.

In class

1. The idea here is to learn to recognise a small number of key words (the most frequently used words) at a time, adding a few more new words over several sessions, until pupils can read and form simple sentences. This is particularly useful for non-Roman alphabet learners.
2. We suggest you work on a small group of words (six maximum) at first. Introduce and teach these in 'short bursts' (ten minutes) over several classes. Then add two or three more new words at a time, always practising and exploiting the old words with the new. Select words that will make up a different simple sentence each time, e.g. *It is a car. You are a boy.*
3. This can be done in the following ways:
   - **a** Hold up each of the enlarged word cards in turn. 'Sound' each phoneme in the word as you run your finger under it, emphasising from left to right, e.g. *cuh, a, tuh (cat)*. Stick the corresponding word card on the board. Ask pupils to say the words after you.
   - **b** Point to one of the enlarged word cards and ask *What does this say?*
   - **c** Display the enlarged word cards around the classroom for further practice, e.g. *Point to 'it'. Go to 'name'.*
4. When pupils are familiar with each of the words, play a matching game.
   - **a** Give out the first six words on the worksheet. If necessary, pupils cut out their word cards.
   - **b** Divide the class into pairs and explain the activity by example. Mix up both sets of word cards and place them face up on the table. Pick one up, look at it and find the matching card. Pupils take it in turns to find pairs of cards in this way, saying the word as they pick it up. When all six words have been matched, pupils can shuffle the cards and play again.
   - **c** Circulate to monitor and prompt by 'sounding' out the words.
5. Play a 'pick-up' game. Demonstrate this by example, using the enlarged word cards.
   - **a** Working individually, pupils place their cards face up on the table. Say *Pick up 'my'.* Look for the enlarged 'my' word card and pick it up. Pupils copy your example. Continue practising the other words in the same way.
   - **b** Ask pupils to write their names on a piece of paper. Dictate *My name is* for pupils to put the correct cards on the table. Then ask pupils to complete the sentence with their names. Ask individual pupils to read their sentences back to you.

Extension

When pupils have learnt to read sufficient words over a period of time, dictate simple sentences to them. Explain the activity by example with the enlarged word cards. Say a simple sentence, e.g. *I can see a cat,* and stick the corresponding word cards on the board as you say them. Ask pupils to find the words in their sets and put them together on the desk in front of them. Pupils take it in turns to come to the front of the class and stick the correct enlarged word cards on the board, to correct each sentence. Start with simple sentences, e.g. *My name is (Sam). It is a car. You are a boy. This is a pen.* Then go on to practise more complex ones, e.g. *I can see a black dog. This is my book. My ball is red and blue.*

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my	name	is
car	a	it
the	can	see
a	you	your
this	I	are
cat	dog	book
pen	and	ball
boy	girl	brown
black	red	blue

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PRIMARY READING BOX

1.1

Count to ten

ACTIVITY TYPE
individual make and do, small group matching card game

READING FOCUS
number and word recognition

LANGUAGE FOCUS
numbers *1–10* (word and number)

LEVEL
1

AGE RANGE
7–8

TIME
40 minutes

MATERIALS
an enlarged copy of each of the two *Count to ten* worksheets, a copy of the two *Count to ten* worksheets per pupil, card, scissors, crayons, glue

Before class

Make an enlarged copy of each of the two *Count to ten* worksheets, colour the numbers and the words, stick them onto card and cut them into flashcards. Make one copy of both of the *Count to ten* worksheets for each pupil. To save time, you can make the copies directly onto white card.

In class

1. Divide the class into small groups.
2. Give pupils a copy of the two worksheets.
3. Dictate for them to colour the numbers and/or words:
   1 Colour one brown.
   2 Colour six grey.
   3 Colour two yellow.
   4 Colour seven pink.
   5 Colour nine red.
   6 Colour five purple.
   7 Colour three blue.
   8 Colour eight green.
   9 Colour four black.
   10 Colour ten orange.
4. Pupils glue the sheets onto card, so that they cannot see through the paper, and then cut each worksheet into ten playing cards.
5. Demonstrate the game to the class with a group of four pupils. Using a big table or the floor, spread flashcards out, face down.
6. In turn, pupils turn over two cards at a time to find a matching pair. They should name each word or number as they turn the card over, saying e.g. *It's ten, …*
7. If the two upturned cards do not match, the pupil turns them face down again in their original position and the next pupil continues in the same way. When pupils find a pair, they must say the sentence (*It's ten*) and then they can keep the pair of cards.
8. They continue until no cards are left on the table. The winner is the pupil with the most pairs.
9. Circulate as they play. Encourage pupils to use English for communicating while they play, by teaching them essential phrases beforehand: *It's my turn. Whose turn is it? How many pairs have you got? You're the winner.*

Option

Children could do the colouring part of the activity in a previous lesson or at home (omit the colour dictation step).

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1	one
2	two
3	three
4	four
5	five

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Count to ten

6	six
7	seven
8	eight
9	nine
10	ten

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Word slide

ACTIVITY TYPE
make and do, whole class and pairwork game

READING FOCUS
word recognition

LANGUAGE FOCUS
word formation

LEVEL
1

AGE RANGE
7–8

TIME
40 minutes

MATERIALS
one enlarged copy of the *Word slide* worksheet on thin card, one copy of the *Word slide* worksheet on thin card per pupil, scissors

Before class

Make one enlarged copy of the *Word slide* worksheet on thin card. Cut out the third word slide (' ... ar' and 'be', 'pe', 'st', 'c'), colour the pictures attractively and make it up for demonstration. Make one copy of the *Word slide* worksheet on thin card for each pupil.

In class

1. Revise or pre-teach vocabulary from the worksheet using realia or flashcards.
2. Write 'bear' on the board. Say *Listen and repeat. Bear.* Wait for your class to repeat. Correct pronunciation, if necessary.
3. Erase the 'be' and replace it with 'pe'. Say *Listen and repeat. Pear.* Repeat the procedure, substituting the first letter(s) with the following each time ('st', 'c') and repeating each new word.
4. Hold up your word slide. Show pupils that by pulling the vertical strip of card through the slits in the horizontal one a new word is formed each time. Ask pupils to say these words aloud (*bear, pear, star, car*). Correct pronunciation, if necessary.
5. Using your enlarged photocopy of the worksheet, demonstrate to your pupils how to make up the word slides, as follows:
   a. Colour in the pictures.
   b. Cut along the cut lines to cut out the horizontal and vertical strips.
   c. Match the horizontal and vertical strips by number (1–1, etc.).
   d. Fold the left-hand side of each horizontal strip under and cut along the cut lines to make two horizontal slits.
   e. Thread the corresponding vertical strip through these slits, going over the strip of paper in the centre so that the letters can be clearly seen.
6. Circulate to monitor and help.
7. When pupils have made up their word slides, practise sliding the strip of paper and saying each new word collectively.
8. 'Frame' a word on one of your word slides in secret and call it out for pupils to frame the right word on theirs. Then ask individual pupils to call out words for the rest of the class to 'frame'.

Extension

Pupils can continue doing this in pairs.

Option

The colouring stage of the procedure can be omitted, or pupils could colour the pictures at home to save class time. Pupils could make one word slide in a lesson, over four lessons.

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Word slide

Fold here

ock 1

Fold here

ong 2

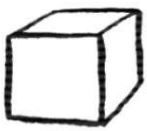
Fold here

ar 3

Fold here

air 4

1



bl

2



l

3



be

4



f



s



str



pe



st



cl



s



st



h



r

X wr



c



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Pairs of squares

PRIMARY READING BOX

ACTIVITY TYPE
individual matching and colouring activity

READING FOCUS
word recognition

LANGUAGE FOCUS
classroom vocabulary: *board, book, chair, desk, eraser, notebook, pen, pencil, pencil sharpener, ruler*
colours

LEVEL
1

AGE RANGE
7–8

TIME
20 minutes

MATERIALS
a copy of the *Pairs of squares* worksheet per pupil, crayons

Before class

Make a copy of the *Pairs of squares* worksheet for each pupil.

In class

1. Revise or pre-teach the vocabulary in the activity.
2. Give out a copy of the worksheet to each pupil. Ask your pupils to look at the worksheet in silence.
3. Draw four or five 'squares' on the board or an OHT. Draw a book in the centre of one. In the centre of the others, write 'chair', 'pen', 'eraser' and 'book', and in their outer squares, write 'grey', 'pink', green' and 'brown' respectively.
4. When the class have finished reading, draw their attention to the 'squares' on the board and point to the picture of the book. Say *Chair. Is that right?* Give pupils the opportunity to respond. Then repeat the process with *Pen*. Ask the class if this is the right solution.
5. Continue this procedure until they have got the idea. Then point to the correct word and say *Book. Is that right?* When your class answer affirmatively, say *Good* and pick up a brown crayon and mime colouring the outer squares (around the word and picture of the book).
6. Ask them to complete the worksheet individually.
7. Circulate to monitor and help.
8. The activity can be corrected individually by the teacher or collectively by asking pupils to read out the correct combinations.

Extension

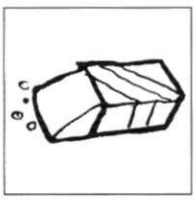
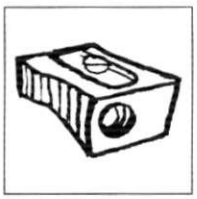
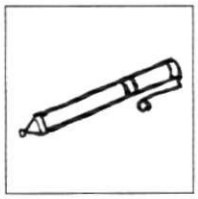
To further practise the vocabulary and reading and writing skills, write a selection of classroom vocabulary on the board, but for some of the words spell them incorrectly, e.g.
'chair'
'pensel'
'araser'
'book'
'sked'

In their notebooks, pupils copy the correct words and put a tick. If the words are incorrect, they should write the correct version.

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Pairs of squares

ruler yellow			chair grey
pencil black			notebook purple
	desk red		eraser green
pen pink		board blue	
book brown			pencil sharpener orange

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Animal farm

PRIMARY READING BOX

ACTIVITY TYPE
individual word comprehension and colouring activity

READING FOCUS
reading comprehension of words and sentences

LANGUAGE FOCUS
farm animals (see key), letters of the alphabet *a–j*, colours

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
an enlarged copy of the *Animal farm* worksheet, a copy of the *Animal farm* worksheet per pupil, crayons, different coloured felt-tip pens

Before class

Make an enlarged copy of the *Animal farm* worksheet and a copy of the *Animal farm* worksheet for each pupil.

In class

1 Give out the worksheets. Revise or pre-teach the animals in the activity using the enlarged copy of the worksheet.
   - **a** Stick the enlarged worksheet up on the board and draw your pupils' attention to it. Point to the goat and say *Point to 'a'*. Gesture for your pupils to find the letter on their worksheets and point to it.
   - **b** Say *Repeat, please. 'A'. It's a goat,* for your pupils to respond in chorus.
   - **c** Repeat the procedure with each of the animals in alphabetical order, from 'b' to 'j'. Ensure that pupils point to each animal as they say the name.
   - **d** Ask questions in random alphabetical order. Say *Look at ('f'). What is it?* to elicit the response *It's a (cat).* Ask individual pupils. Then weave the question around the class: *(Pablo), ask (Carlota). (Carlota), ask (Silvia),* etc.

2 Pupils do the first activity on the worksheet individually. Circulate to monitor and help as they write the letter next to the name of the animal.

3 Correct this activity collectively. Pupils take it in turns to say the animal name and the letter as others come to the front and write the letter on the enlarged worksheet on the board. They can use different coloured felt-tip pens to do this.

4 Give out the crayons and refer your pupils to the second activity on the worksheet. Read the first instruction, 'Colour the horse black', aloud and pick up a black crayon. Mime colouring in the horse.

5 Pupils colour in their worksheets individually. Circulate to monitor and prompt.

6 Pupils compare their finished worksheets in pairs. Then correct collectively. Ask individual pupils to come to the front and quickly colour in the enlarged copy of the worksheet on the board.

Key

spider (b), horse (c), chicken (j), mouse (i), duck (d), cow (e), sheep (h), dog (g), goat (a), cat (f)

Extension

Play a team quiz game. Divide the class into small groups of three to four pupils sitting around a table, looking at their worksheets. Write questions on the board for teams either to call out the answers in turns, or to write the answers on a piece of paper to be corrected collectively for points at the end of the game, e.g.
'What colour's the cat?'
'Look at "b". What is it?'
'What colour's the chicken?'
'Which letter's the goat?'
'Look at "g". What is it?'
'What colour's the mouse?'
'Which letter's the duck?'
'Look at "h". What is it?'

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Animal farm

1 Look at the picture and write the letter.

spider b horse _____ chicken _____
mouse _____ duck _____ cow _____
sheep _____ dog _____
goat _____ cat _____



2 Colour the horse black.
Colour the cow black and white.
Colour the cat orange.
Colour the chicken red.
Colour the spider black.
Colour the dog black and white.
Colour the goat grey.
Colour the mouse brown.
Colour the sheep white.
Colour the duck yellow.

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Word lotto

PRIMARY READING BOX

ACTIVITY TYPE
small groups matching game, make and do (optional)

READING FOCUS
word recognition

LANGUAGE FOCUS
animals: *duck, fish, frog, spider*

transport: *car, bus, lorry, bike*

clothes: *jeans, T-shirt, sock, shoe*

classroom objects: *pencil, computer, eraser, ruler*

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
two copies of the *Word lotto* worksheet per group of four, one enlarged copy of the *Word lotto* worksheet, card, crayons, glue

Before class

Make an enlarged copy of the *Word lotto* worksheet, colour the pictures and cut them into flashcards. You will require one game set for every four pupils. To make a game set, stick two copies of the *Word lotto* worksheet onto card. Cut one sheet up into four baseboards and the other into sixteen individual picture and word cards. Colour the pictures and cover with adhesive plastic (optional).

In class

1. Pre-teach or revise the vocabulary using the flashcards.
2. Explain the game by example, with yourself as one of the players and three more pupils.
   - **a** Give each player a baseboard. Ask them to shuffle the picture and word cards and spread the cards out, face down on the table.
   - **b** Pupils now take it in turns to turn over a picture and word card and say the word. Explain that they must pay attention to remember where their words are. If the word matches one of their words, they then cover the word on their baseboard with the picture card and turn over another card. If the word does not match, they turn it face down again, ensuring that the other players have had a chance to see it.
   - **c** The next player continues in the same way.
   - **d** The first player to cover their baseboard completely is the winner.
3. Divide the class into groups of four and give one game set to each group.
4. Circulate to monitor and correct pronunciation. Encourage your pupils to use English for communicating while they play by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. It's your turn.*

Option

For more competent pupils, erase the pictures on one of the two copies with correcting fluid and erase the words on the other.

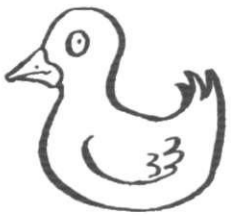
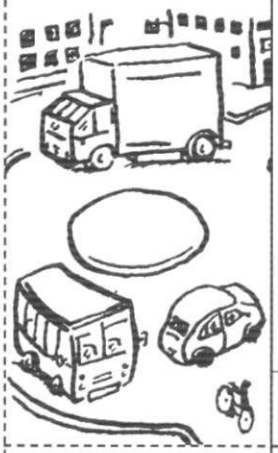
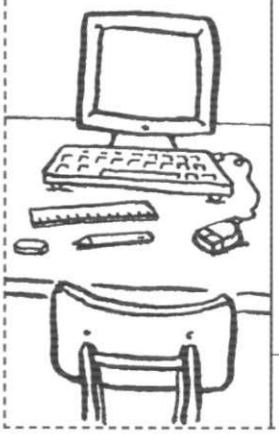
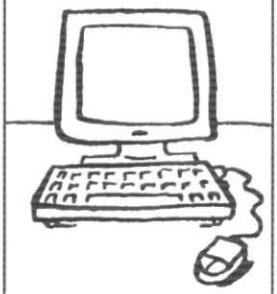
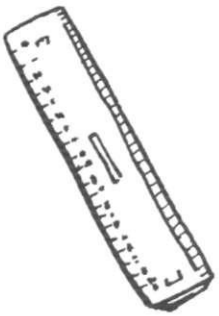
Extension

Pupils can make their own game sets to keep.

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Word lotto

	 duck	 fish	 frog	 spider
	 car	 bus	 lorry	 bike
	 jeans	 T-shirt	 sock	 shoe
	 pencil	 computer	 eraser	 ruler

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Snake pictures 1

PRIMARY READING BOX

ACTIVITY TYPE
individual picture sequencing puzzle

READING FOCUS
word recognition

LANGUAGE FOCUS
simple nouns: *panda, apple, egg, girl, lemon, night, tiger, robot, television, nose, elephant, tree*

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
an enlarged copy of the *Snake pictures 1* worksheet, a copy of the *Snake pictures 1* worksheet per pupil, scissors, glue

Before class

Make an enlarged copy of the *Snake pictures 1* worksheet, colour the pictures, cut them out and stick them onto card to make 12 flashcards. Make a copy of the *Snake pictures 1* worksheet for each pupil.

In class

1. Pre-teach or revise the vocabulary using the flashcards.
2. Give out a copy of the worksheet to each pupil. Ask your pupils to read the words in the snake in silence and look at the pictures. When the class have finished reading, point to the first word ('panda') and to the word after it ('apple'). Show pupils that the last letter of one word is the first letter of the next one and ask them to find the next word in the sequence ('egg').
3. Repeat the procedure with the next word, if necessary.
4. Pupils find and circle the words in the snake. Circulate to monitor and prompt.
5. Correct this part of the activity collectively by asking pupils to call out the words for you to write on the board.
6. By demonstration, explain that pupils must now cut out the pictures at the top of the worksheet.
7. Point to the first word in the snake ('panda') and say *Number 1. Panda,* and mime putting it in box number 1. Continue with 'apple'. Then ask pupils to continue putting the rest of the pictures in the right order.
8. Circulate to monitor and help.
9. Correct in pairs. Pupils compare their worksheets. Then correct collectively by individual pupils calling out the numbers and words for the rest of the class to check.

Key

1 panda 2 apple 3 egg 4 girl 5 lemon 6 night 7 tiger 8 robot
9 television 10 nose 11 elephant 12 tree

Extension

Ask pupils to write a column of numbers (1–10) on the left-hand side of a page in their notebooks. Dictate a selection of words from the puzzle, saying *Number 1. Robot. Number 2. Egg,* etc. for pupils to write. Pupils swap notebooks to correct the dictation collectively.

Write the words on the board as individual pupils call them out.

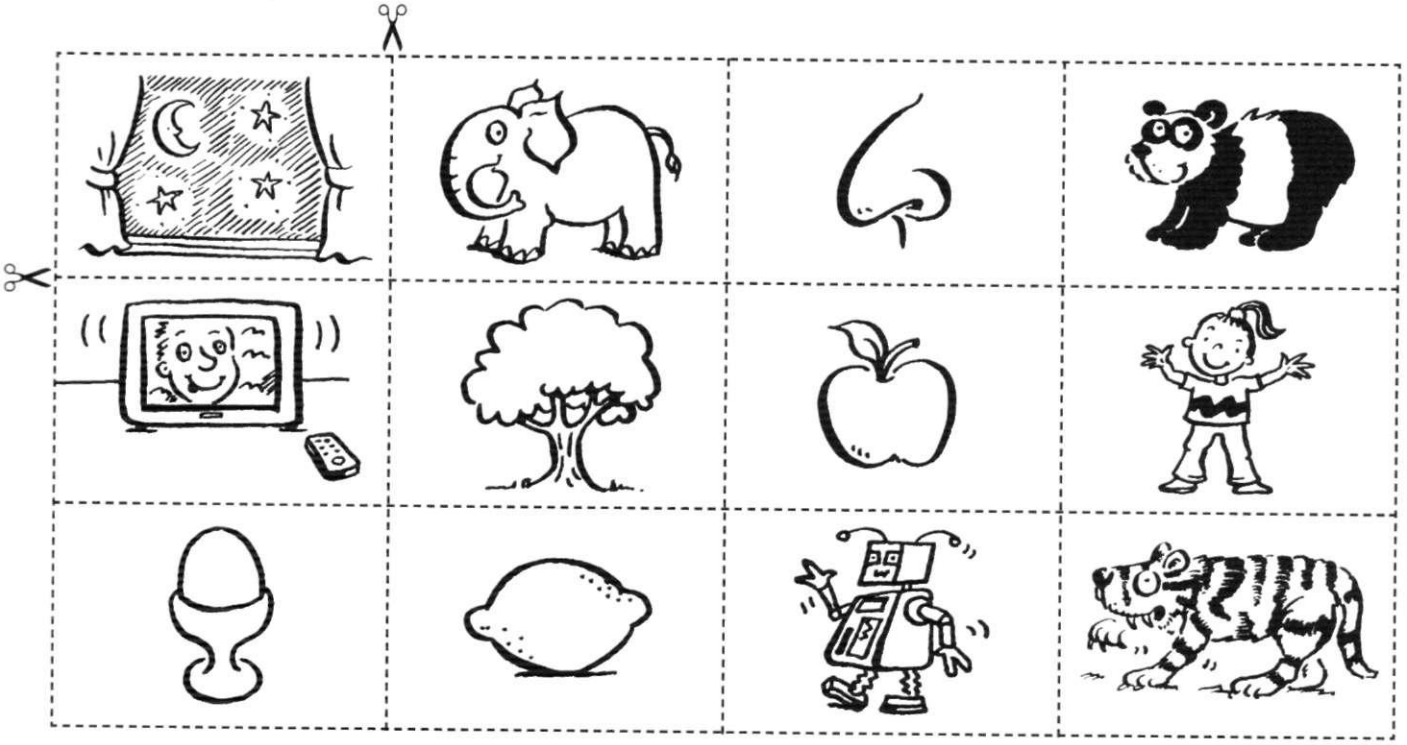
At a later date, pupils can make their own word snakes. Tell them to make a list of six words that connect in the same way. Correct these. Then ask pupils to write them into their snakes. Pupils swap their snakes to do their partner's puzzle.

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Snake pictures 1

1 Cut out the pictures.



2 Find the words.



3 Put the pictures in order.

1	2	3	4
5	6	7	8
9	10	11	12

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PRIMARY READING BOX

Join the dots

ACTIVITY TYPE
individual join the dots puzzle, pair comprehension activity

READING FOCUS
word recognition and reading comprehension of words

LANGUAGE FOCUS
basic vocabulary

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
a copy of the *Join the dots* worksheet per pupil

Before class

Make one copy of the *Join the dots* worksheet for each pupil.

In class

1 Revise or pre-teach vocabulary from the worksheet.

2 The object of the activity is for pupils to match initial letters to final letters in different words.

Write the following columns on the board:

bed	nose	orange
	two	mouse
	door	eraser
	arm	ruler

3 Underline the final letter of 'bed'. Point to the next column and ask pupils for the word that starts with the letter 'd' to elicit *Door*. Underline the 'd' in 'door' and draw a line connecting 'bed' and 'door'. Follow the same procedure to connect 'door' and 'ruler'.

4 Explain the activity by example. Draw the following on the board:



5 Point to the word 'gorilla' and ask your pupils to suggest the next word ('arm'). Draw a line between 'gorilla' and 'arm' and wait for them to suggest the next word ('mouse'). Continue in this way to complete the picture (the outline of a house).

6 Give out the worksheets. Tell pupils to put their pencils on the pencil symbol and follow the line from this to 'zebra'. Pupils continue to draw lines to complete the puzzle.

7 Circulate to monitor and help.

8 Correct orally.

Key

zebra – apple – egg – girl – lemon – no – octopus – star – red – duck – key – yellow – watch – hat – taxi – ice cream – map

9 Once your pupils have drawn the pencil sharpener, draw their attention to the second part of the worksheet. Say *What is 1?* to elicit *Star*. Look for 'star' in the join the dots activity and point out the example number '1' next to it.

10 Tell pupils to work in pairs to identify all the pictures and write the numbers next to the words on their worksheets. (There are more words than pictures.)

Key

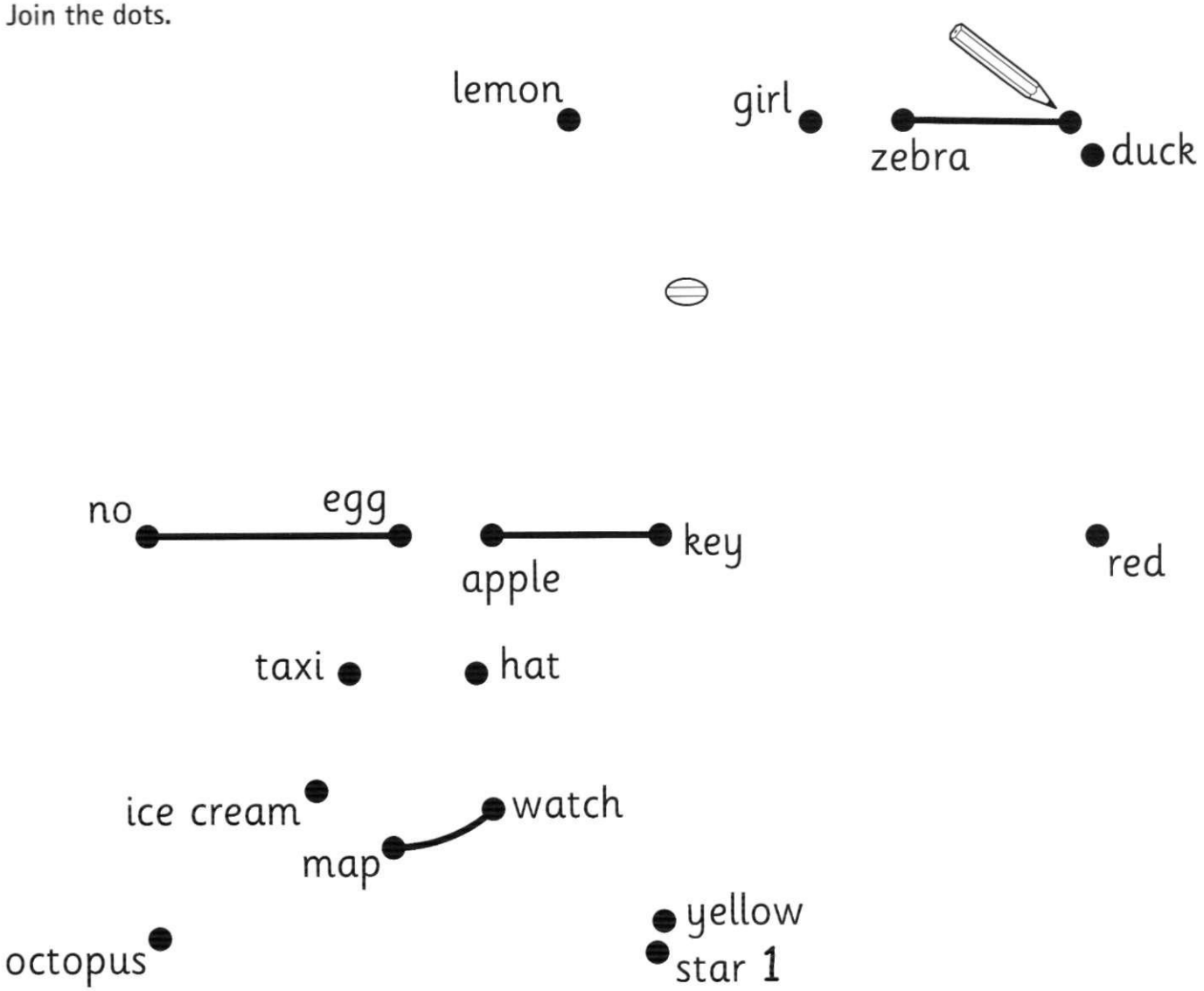
1 star 2 watch 3 lemon 4 key 5 egg 6 map 7 zebra 8 hat 9 octopus 10 duck

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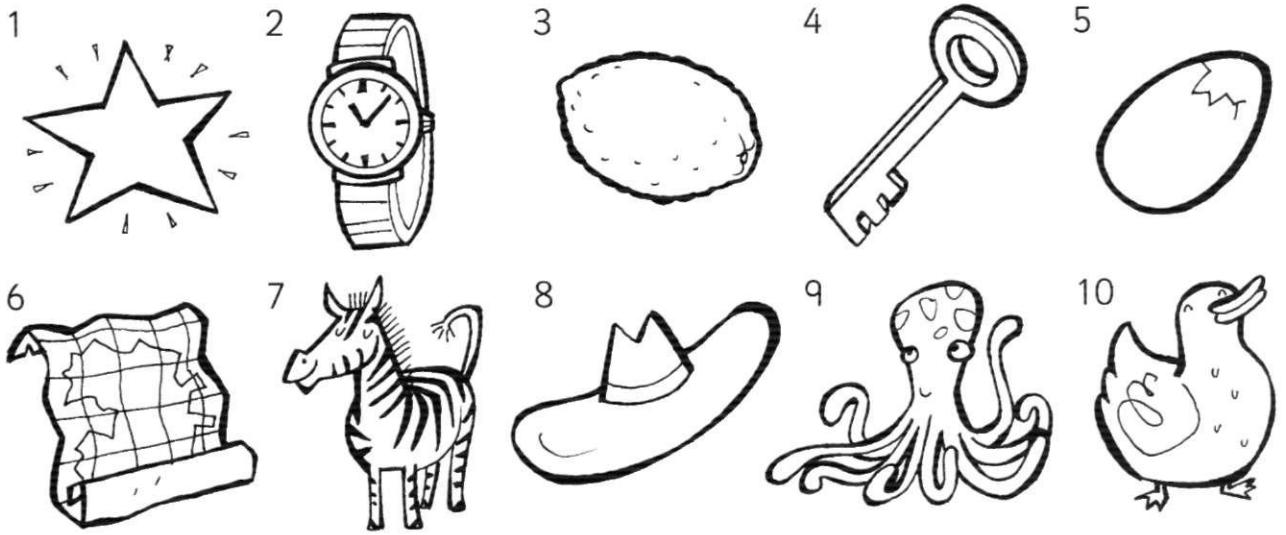
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Join the dots

Join the dots.



Find the words and write the numbers.



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Word maze 1

PRIMARY READING BOX

ACTIVITY TYPE
whole class game, individual classification puzzle

READING FOCUS
word recognition and grouping of words

LANGUAGE FOCUS
food and drink: *sausage, meat, banana, water, coconut, egg, apple, tomato, bread, rice, pineapple, burger, pear, French fries, lemon, onion, cake, ice cream, milk, orange, carrot, juice, potato, lemonade, mango, bean*

body, animals, classroom, clothes

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
a copy of the *Word maze 1* worksheet per pupil

Before class

Make a copy of the *Word maze 1* worksheet for each pupil.

In class

1. Pre-teach or revise food and drink vocabulary with flashcards. Ensure that you include all the words in the Language focus. Brainstorm with the class, writing the vocabulary on the board as pupils call it out. Ask pupils to copy the words into their notebooks.
2. Give out the worksheet and demonstrate the activity to the class. Explain that pupils must draw lines through the food and drink words, starting at the 'Start' arrow and finishing at the 'Finish' arrow. Insist that they use pencil to be able to rub out and correct as they go along. Demonstrate the first three words ('sausage', 'meat', 'banana').
3. Point out to pupils that they can go left, right, up or down, but not diagonally. They may have to go back on themselves, so they must look at all the words.
4. Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
5. Pupils correct the puzzle in pairs first. Then correct it collectively.
6. Pupils read the instructions to the second activity on the worksheet in silence.
7. Write the following headings on the board: 'body', 'animals', 'classroom', 'clothes'. Ask pupils to read the word maze again to find a word for each group. Write up a few correct answers under each heading as pupils suggest them. Explain that there are seven words in each group and two words that are 'intruders' – they do not go into any of the groups. When they have a clear idea of the task, pupils work in pairs to do the second activity on the worksheet.
8. Correct the activity collectively.

Key

Food and drink: sausage, meat, banana, water, coconut, egg, apple, tomato, bread, rice, pineapple, burger, pear, French fries, lemon, onion, cake, ice cream, milk, orange, carrot, juice, potato, lemonade, mango, bean
Body: face, foot, mouth, hand, eye, hair, arm
Animals: goat, frog, crocodile, horse, cow, monkey, sheep
Classroom: teacher, picture, pencil, book, ruler, board, desk
Clothes: trousers, dress, jacket, jeans, socks, T-shirt, skirt
'Intruders': night, street

Extension

Ask pupils to make their own word maze.

Before class, erase the words from the word maze with correcting fluid, and make one copy for each small group of pupils (three to four).

Divide the class into groups and give each group a blank word maze. Give each group a word group (e.g. 'parts of the body', 'animals', 'things in the classroom'). They will need at least 15 words from one lexical group to draw a path from start to finish.

First they write in the vocabulary items. Then they complete the grid with other words.

Groups change grids to try and trace the route.

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1 Follow the food and drink words. → ← ↑ ↓

Start →

sausage	meat	street	hand	cake	ice cream	milk	monkey
goat	banana	dress	jacket	onion	eye	orange	skirt
trousers	water	picture	book	lemon	socks	carrot	arm
teacher	coconut	foot	crocodile	French fries	ruler	juice	sheep
frog	egg	pencil	burger	pear	cow	potato	lemonade
night	apple	mouth	pineapple	jeans	board	desk	mango
face	tomato	bread	rice	horse	hair	T-shirt	bean

Finish ↓



2 Now put the other words into four groups: body, animals, classroom, clothes.
What are the two intruders?

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Family album

ACTIVITY TYPE
individual matching activity

READING FOCUS
reading short texts for gist

LANGUAGE FOCUS
present continuous
age
family members

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
an enlarged copy of the *Family album* worksheet, card, glue, scissors, crayons, a copy of the *Family album* worksheet per pupil

Before class

Make an enlarged copy of the *Family album* worksheet, colour the pictures and stick them onto card to make nine flashcards. Make a copy of the *Family album* worksheet for each pupil.

In class

1. Talk about the flashcards. Hold up a flashcard and say, e.g. *This is my brother, Matthew. He's eleven. He's reading a book.* Ask comprehension questions: *Who's this?* to elicit the response *(It's) Matthew; How old is he?* for the response *He's eleven; What's he doing?* for the response *He's reading a book.*
2. Practise any vocabulary and structures that your pupils do not know by asking questions about the other flashcards.
3. Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence and look at the pictures. When the class have finished reading, point to the first picture and then to the boxes with the text. Say *He's reading a book. Is this correct?* to elicit *No.* Say *He's watching TV. Is this correct?* to elicit *No.* Say *He's running. Is this correct?* to elicit *Yes.* Repeat the procedure with the second picture.
4. Ask pupils to cut out the boxes with the text and place them under the right picture, working individually.
5. Circulate to monitor and help.
6. The activity can be corrected individually by the teacher or collectively by asking pupils to read out the text in the correct order.
7. Once the activity has been corrected, pupils can stick the boxes under the pictures and colour them in.

Note

At this point, it is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words and associate them with the correct illustration.

Extension

Pupils can make a similar family album for themselves. You can ask them to bring in photographs or draw pictures and write about their family members or friends. These could be displayed around the classroom.

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Family album



















This is my brother, Matthew. He's eleven. He's reading a book.	This is my uncle, Richard. He's thirty-five. He's windsurfing.	This is my sister, Gemma. She's eight. She's playing on the computer.
This is my grandfather, Eric. He's sixty-two. He's washing the car.	This is my dad, Vince. He's thirty-nine. He's running.	These are my cousins, Lydia and Silvia. They're four. They're laughing.
This is my grandmother, Pauline. She's sixty. She's working.	This is my aunt, Caroline. She's thirty-four. She's swimming.	This is my mum, Teresa. She's thirty-eight. She's watching TV.

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Picture reading

PRIMARY READING BOX

ACTIVITY TYPE
whole class question and answer, individual reading activity

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
present continuous
to be
has got
question forms

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
an enlarged copy of the *Picture reading* worksheet, a copy of the *Picture reading* worksheet per pupil, crayons (optional)

Before class

Make an enlarged copy of the *Picture reading* worksheet and colour it in to use as a flashcard. Make a copy of the *Picture reading* worksheet for each pupil.

In class

1. Using the enlarged copy as a flashcard, revise or pre-teach the necessary vocabulary and structures by asking your class different types of questions, e.g. *Is Anna young or old?* to elicit *She's young; Is she in the bathroom or in the kitchen?* to elicit *She's in the kitchen; Is she sitting or standing?* to elicit *She's sitting*, etc.
   a. Continue with questions to practise all the structures in the activity, e.g. *Has she got an apple or an orange? Is she wearing a skirt or a dress? Is she drinking milk or cola? Is there a telephone or a book in her bag?*
   b. Go on to use a different question form, e.g. *Is Anna in the kitchen?* to elicit *Yes, she is; Is she standing near the fridge?* to elicit *No, she isn't; Has she got a banana?* to elicit *No, she hasn't.*
   c. Practise with question words, e.g. *Where's Anna?* to elicit *She's in the kitchen; Where's she sitting?* to elicit *She's sitting at the table; What's she doing?* to elicit *She's eating an orange / drinking milk; What's she eating/drinking? How many bags are there under the table?*
2. Give out the worksheets and explain the activity by example. Read the example aloud: *Anna's old/young*. Give your pupils time to respond *Young*. Pick up a pencil and mime circling the word 'young'. Read the correct sentence, *Anna's young*, aloud again.
3. Walk around the classroom to help and prompt as pupils do the activity individually.
4. Pupils swap worksheets to correct the activity collectively. Pupils call out the sentences as you write them on the board.
5. Fast finishers can colour their pictures.

Extension

Divide the class into pairs: As and Bs. As ask Bs five questions about the picture for Bs to answer, e.g. *Is Anna young or old? Is she in the bathroom or in the kitchen? Is her bag on the table? Where's her bag? Where's the radio?* They then swap roles.

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Picture reading



Circle the right word.

Example: Anna's *old* / (*young*).

1 She's in the *kitchen* / *bathroom*.

2 She's *sitting* / *standing*.

3 She's got *a banana* / *an orange*.

4 She's wearing *a skirt* / *jeans*.

5 She's drinking *fruit juice* / *milk*.

6 There's a *picture* / *clock* on the wall.

7 Anna's bag's *on* / *under* the table.

8 The clock's *behind* / *in front of* Anna.

9 There's a *toy* / *book* in Anna's bag.

10 The radio's next to the *window* / *door*.

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PRIMARY READING BOX

Leisure dominoes

ACTIVITY TYPE
small groups matching game (whole class option)

READING FOCUS
reading comprehension of words and phrases

LANGUAGE FOCUS
leisure activities: *cycling, skiing, horse riding, climbing, sailing, swimming, dancing, playing football, drawing, reading, using a computer, skating, skipping, doing karate, playing the piano, cooking, listening to music, painting, fishing, watching TV*

LEVEL
1

AGE RANGE
7–8

TIME
20 minutes

MATERIALS
one enlarged copy of the *Leisure dominoes* worksheet, a copy of the *Leisure dominoes* worksheet per small group of pupils, card, glue, scissors

Before class

Make an enlarged copy of the *Leisure dominoes* worksheet and cut it into flashcards. Make a copy of the *Leisure dominoes* worksheet for each small group and stick it onto card. Alternatively, photocopy the worksheet directly onto thin card. Cut this up into 20 dominoes.

In class

1. Revise or pre-teach the leisure activities in the Language focus.
   a. Brainstorm with your pupils, asking them what their friends and family do in their free time. Write the vocabulary on the board.
   b. Use the flashcards to play a miming game. A pupil comes to the front of the class. You show them a card and they have to mime the activity for the rest of the class to guess.
2. Arrange the class in small groups working around a table.
3. Explain the rules. This can be done by example. Shuffle the dominoes and divide them between a group of pupils. Place the last domino face up in the middle of the table.
4. The player to the left of the dealer starts. He or she puts a domino next to the one on the table (either before or after). It must match the word or the picture.
5. The player on his or her left continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
6. The first person to play all their dominoes is the winner. The others continue playing. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
7. Circulate to monitor and check.

Option

This activity can also be done as a whole class matching activity.

Cut a copy of the worksheet into 20 cards.

Give each pupil a card. In groups with more than 20, give one card to two pupils. They read it and walk around the class looking for their other halves. There should be one pupil to match their picture and one to match their word.

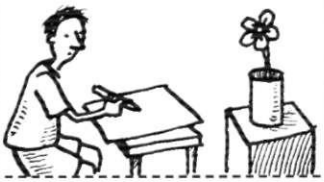
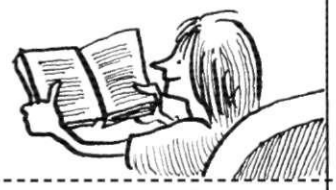
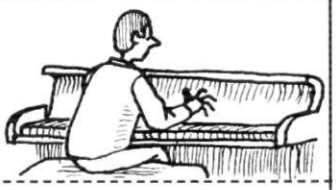
Once they have all found their partners, the class should form a complete circle.

Correct as a whole class, making sure they are in the right order.

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Leisure dominoes

	cycling		skiing
	horse riding		climbing
	sailing		swimming
	dancing		playing football
	drawing		reading
	using a computer		skating
	skipping		doing karate
	playing the piano		cooking
	listening to music		painting
	fishing		watching TV

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Is that right?

PRIMARY READING BOX

ACTIVITY TYPE
whole class question and answer, individual reading activity

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
present simple
can
to be
has got

LEVEL
1

AGE RANGE
7–8

TIME
20 minutes

MATERIALS
a copy of the *Is that right?* worksheet per pupil, photographs of planets and spaceships (optional)

Before class

Make a copy of the *Is that right?* worksheet for each pupil.

In class

1 Revise or pre-teach the vocabulary and structures on the worksheet.
   - **a** Ask your pupils *Where are you from?* Then say *I'm from the planet Mars.* Illustrate this with simple pictures on the board (a spaceship, a planet, etc.) or with photographs. Tell them that you do not know anything about Earth and you need information about it. Pick up a pencil and say *What's this? Can I eat it? Can it talk?* etc. to elicit answers.
   - **b** Ask different questions, both real and nonsensical, to include all the structures in the activity, e.g. *Has a cat got five legs?* to elicit *No, it hasn't; How many legs has a cat got?* to elicit *It's got four; Can a dog fly?* to elicit *No, it can't; Are there any houses on the moon?* to elicit *No, there aren't; Do we wear shoes on our ears?* to elicit *No, we don't; Where do we wear shoes?* to elicit *We wear shoes on our feet.*
   - **c** Continue in this way, e.g. *Are apples blue? Are elephants very big? Do we wear hats on our heads? Can we eat tables? Do lions like meat? Can we see with our nose? Can birds fly? Is there a tiger in the classroom? Do we wear socks on our hands? Are bananas yellow? Can we smell with our ears?*
   - **d** Invite individual pupils to pretend they are from another planet and ask the class questions.

2 Write the following sentences on the board:

Dogs can fly.	✔	✘
A lion's got four legs.	✔	✘

3 Say *Dogs can fly. Is that true or false?* to elict *False* and circle the cross (✘). Then say *A lion's got four legs. Is that true or false?* to elicit *True* and circle the tick (✔).

4 Give out the worksheets and ask pupils to do the activity individually.

5 Circulate to monitor and help.

6 Correct collectively and write the solutions on the board.

Extension

Divide the class into pairs. Pupils work together to invent five nonsensical sentences about 'their planet'. Write the opening sentence on the board for pupils to copy: 'On our planet, dogs can fly and elephants are very small.' Circulate to monitor and prompt. Set a time limit. Then pairs give their sentences to other pairs to read. Some pairs can read sentences aloud for the class to hear. Pupils could illustrate their sentences for homework to display around the classroom.

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Is that right?

Circle the tick (✓) or the cross (✗).



Example:

	A dog's got six legs.	✓	(✗)
1	A cat can fly.	✓	✗
2	There are trees on the moon.	✓	✗
3	We can drink milk.	✓	✗
4	We wear socks on our head.	✓	✗
5	Elephants are very small.	✓	✗
6	A frog can jump.	✓	✗
7	My mum is fourteen years old.	✓	✗
8	We can eat tables.	✓	✗
9	There are seven days in a week.	✓	✗
10	A tiger's got four legs.	✓	✗
11	We can see with our ears.	✓	✗
12	Lions like meat.	✓	✗

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Word groups

ACTIVITY TYPE
individual vocabulary classification activity

READING FOCUS
word recognition and grouping of words

LANGUAGE FOCUS
word sets: house, parts of the body, clothes, pets

LEVEL
1

AGE RANGE
7–8

TIME
20 minutes

MATERIALS
a copy of the *Word groups* worksheet per pupil

Before class

Make a copy of the *Word groups* worksheet for each pupil.

In class

1. Draw three large circles on the board. (Alternatively, you could draw outlines of a paint palette, a toy box and a plate.) Title them 'colours', 'toys' and 'food'.
2. Write the following words under the circles: 'car', 'burger', 'green', 'yellow', 'egg', 'banana', 'ball', 'doll', 'brown'.
3. In the circle titled 'colours', write 'car'. Ask *Is this correct?* and *Where is 'car'?* to elicit the correct response. When the class give you the answer, write 'car' in the toy circle.
4. Continue with 'burger' and 'green', asking questions before writing them in the correct circle.
5. Ask for volunteers to come to the front of the class to continue writing the words into the circles until they are complete and correct.
6. Give pupils the worksheet. Ask them what the four categories are, to elicit *1 house, 2 parts of the body, 3 clothes, 4 pets.*
7. Tell them to put the words in the box into the correct list.
8. Circulate to monitor and help.
9. When they have finished, ask them to compare in pairs before correcting as a whole class.
10. Fast finishers can copy the headings into their notebooks and add more words to each list.

Key

1 house: mirror, sofa, bed, armchair, lamp, cupboard
2 parts of the body: face, leg, arm, hand, head, foot
3 clothes: jacket, skirt, dress, shorts, trousers, T-shirt
4 pets: tortoise, dog, cat, parrot, horse, fish

Extension

In small groups, pupils think up another category, e.g. jobs, fruit, classroom objects or drinks, and write five words in their group. Each group passes their list of words to another group to read and guess the category.

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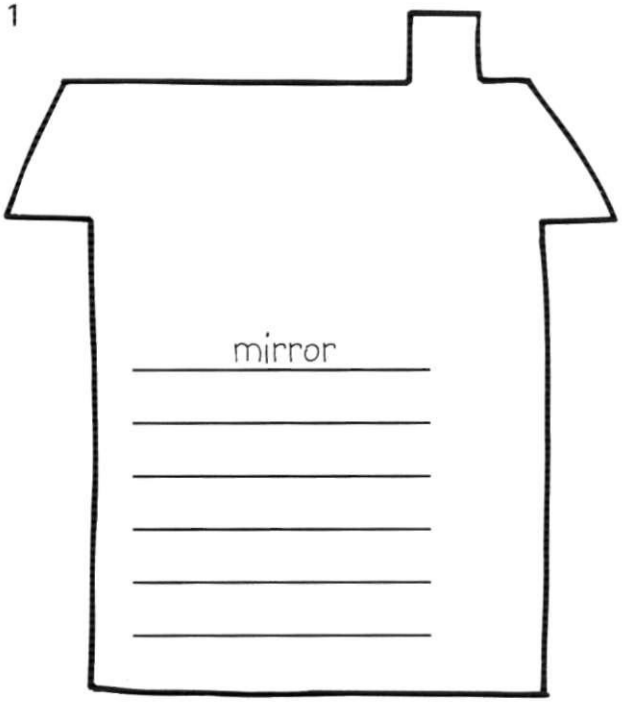
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Word groups

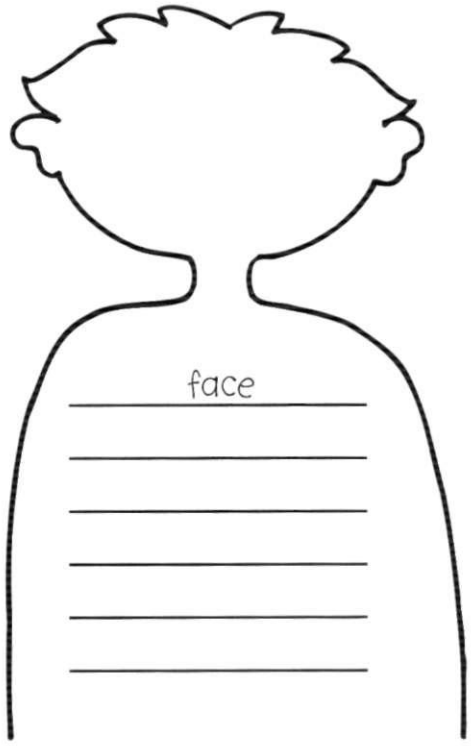
Write the words in their group.

tortoise✓	mirror✓	face✓	leg	dog	arm	cat
jacket✓	hand	skirt	head	parrot	dress	sofa
shorts	bed	trousers	horse	armchair	foot	fish
lamp	T-shirt	cupboard				

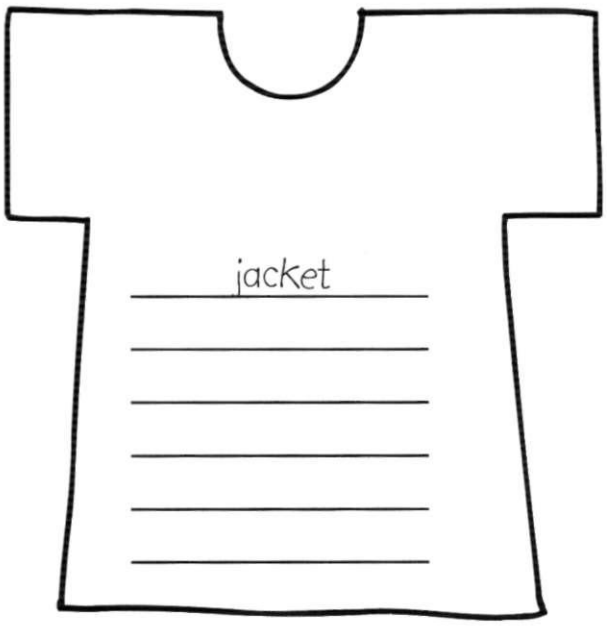
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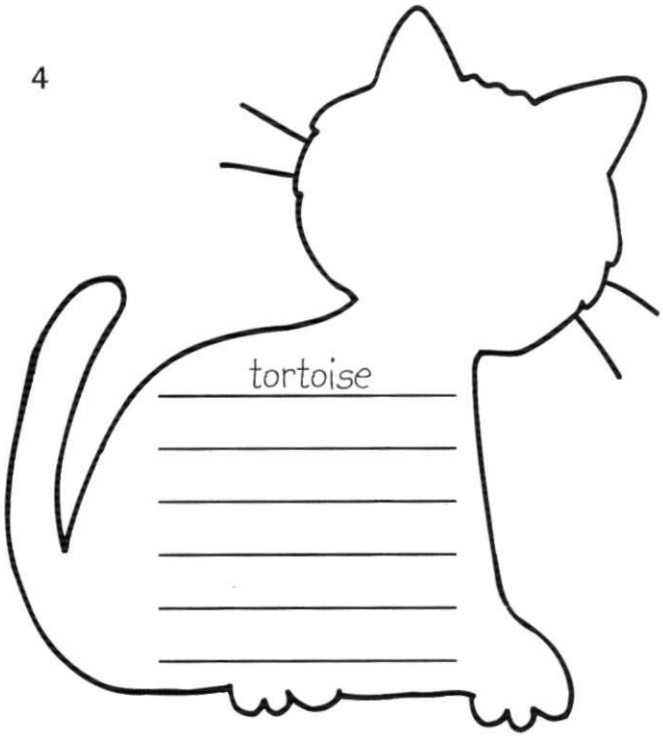
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3



4



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Questions and answers

PRIMARY READING BOX

ACTIVITY TYPE
pair matching activity, whole class mingle (optional)

READING FOCUS
reading comprehension of questions and answers

LANGUAGE FOCUS
questions and answers
is, are
there are
have got

LEVEL
1

AGE RANGE
7–8

TIME
20 minutes

MATERIALS
a copy of the *Questions and answers* cards per pupil, pair or small group, depending on the size of the class

Before class

Make a copy of the *Questions and answers* worksheet for each pupil, pair or small group and cut it into 20 cards. You can make the activity shorter by leaving out some sentences, if you wish.

In class

1. Explain the object of the activity. This can be done by example on the board. Write 'How old is he?' on one side of the board and a number of possible combinations on the other, e.g. 'I'm eleven.' 'He's fine.' 'You're nine.' 'He's eight.' Elicit the correct answer from pupils. Explain why some combinations are incorrect: different pronouns or lack of sense.
2. Give each pupil, pair or group of pupils a set of cards and ask them to spread the cards out on the desk before them. Let them look at them for a few minutes to familiarise themselves with their contents.
3. Ask pupils to match up their cards in the same way. Each card will match with only one other card.
4. Monitor to check that they are making correct combinations. Try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
5. Correct collectively on the board. Pupils dictate the question–answer combinations for you to write, or individual pupils stick the sentences up with sticky tack.
6. Pupils copy sentences into their notebooks.

Key

1. How many children are there in the class? There are twenty.
2. What time is it? It's quarter past two.
3. Where's the milk? It's in the fridge.
4. Whose jacket is this? It's Mark's.
5. What colour are Jim's eyes? They're blue.
6. What's his name? It's Peter.
7. How old is Sarah? She's ten.
8. How much time have we got? We've got ten minutes.
9. Why is Lucy happy? Because it's her birthday.
10. Who's she? She's Susie.

Option

This activity can also be done as a whole class matching activity.
Cut a copy of the worksheet into 20 cards.
Give each pupil a card. They read it and walk around the class looking for their other half.
Once they have all found a partner, correct as a whole class, making sure they have the right partner.

Extension

Pupils make up five questions and answers. Circulate to correct these. Pupils cut out and mix up the questions and answers, and swap them with a partner for them to match.

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Questions and answers

1 How many children are there in the class?	She's ten.
2 What time is it?	They're blue.
3 Where's the milk?	There are twenty.
4 Whose jacket is this?	We've got ten minutes.
5 What colour are Jim's eyes?	It's Mark's.
6 What's his name?	It's quarter past two.
7 How old is Sarah?	She's Susie.
8 How much time have we got?	It's Peter.
9 Why is Lucy happy?	It's in the fridge.
10 Who's she?	Because it's her birthday.

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1.15 Under the sea

PRIMARY READING BOX



ACTIVITY TYPE
team game, whole class TPR and individual colouring activity

READING FOCUS
reading comprehension of a text

LANGUAGE FOCUS
sea: *octopus, seahorse, fish, shell, pearl, rock, seaweed*
colours
prepositions: *under, behind, next to, in*
adjectives: *sad, happy, young, old, short, long, small, big*

LEVEL
1

AGE RANGE
7–8

TIME
50 minutes

MATERIALS
an enlarged copy of the *Under the sea* worksheet or pictures of sea vocabulary (optional), a copy of the *Under the sea* worksheet per pupil, crayons

Before class

Make an enlarged copy of the *Under the sea* worksheet and a copy of the *Under the sea* worksheet for each pupil.

In class

1 Revise the colours with a team game.

a Divide the class into small groups of three to four pupils sitting around a desk and give out a set of crayons to each. Give each pupil a number (1, 2, 3 or 4). Hold up a red crayon and say *Red. Repeat. Red* to elicit the choral response *Red*. Repeat the procedure with the other colours.

b Explain the game by demonstration. With mime, say *Number 2. Pick up the red crayon* and check that pupil number 2 in each group carries out the instruction correctly. Play the game by calling out instructions with different number and colour combinations, for pupils to carry out the action.

2 Revise or pre-teach the adjectives with mime. Your class copy you and repeat the word.
Short: hold out your hand with your thumb and forefinger slightly apart.
Long: open your arms as wide apart as possible.
Big: stand with straight legs spread as far apart as possible, arms stretched as far apart as possible above your head, forming a star shape.
Small: kneeling or squatting on the floor, curl up into a ball with your head tucked in.
Young: mime cradling a baby in your arms and make baby crying noises.
Old: mime an elderly person walking with a bent back, one hand on your back and holding an imaginary stick with shaky hands.
Happy: grin widely and laugh.
Sad: mime crying, with a downturned mouth, and rub your eyes.

3 Drill the above mimes as a whole class. Then play a game by calling out the adjectives as prompts which pupils mime. Go faster and faster to catch pupils out. Pupils who respond incorrectly sit down and watch. Practise several times before playing to get a winner.

4 Revise the prepositions. Use your left hand as the base, and with your right hand illustrate:
in: place two fingers from your right hand in your clenched left hand.
under: place your flat right hand under your clenched left hand.
next to: place your flat right hand next to your clenched left hand.
behind: place your flat right hand behind your clenched left hand.
Ask your pupils to stand up and place their hands in the right position according to your instructions: *next to, behind, in* or *under*.

5 Revise or pre-teach the sea vocabulary in the activity (*sea, octopus, seahorse, fish, shell, pearl, rock, seaweed*) using flashcards or the enlarged copy of the worksheet.

6 Ask pupils to sit in their places and give out the worksheets. Pupils read the text and colour the picture below it individually. Circulate to monitor and help.

7 Ask pupils to compare their finished pictures with their neighbours before correcting collectively. Fix your enlarged copy of the worksheet to the board, or a wall if pupils cannot reach. Invite individual pupils to come out and colour one part of the picture for the others to check.

Extension

Pupils draw a different sea picture, using the same vocabulary, and write a short description.

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Under the sea

Read the text.

There are a lot of sea animals under the sea. Today the pink octopus is very sad because its friend, the young seahorse, is playing with the small orange fish. The big red fish is swimming to the big grey rock. The purple octopus is very happy. It's sitting behind the rock looking at the small orange shell. There's a white pearl in the shell. The seaweed next to the big yellow shell is green and the short seaweed is brown. The old seahorse is the young seahorse's grandad. They are blue.

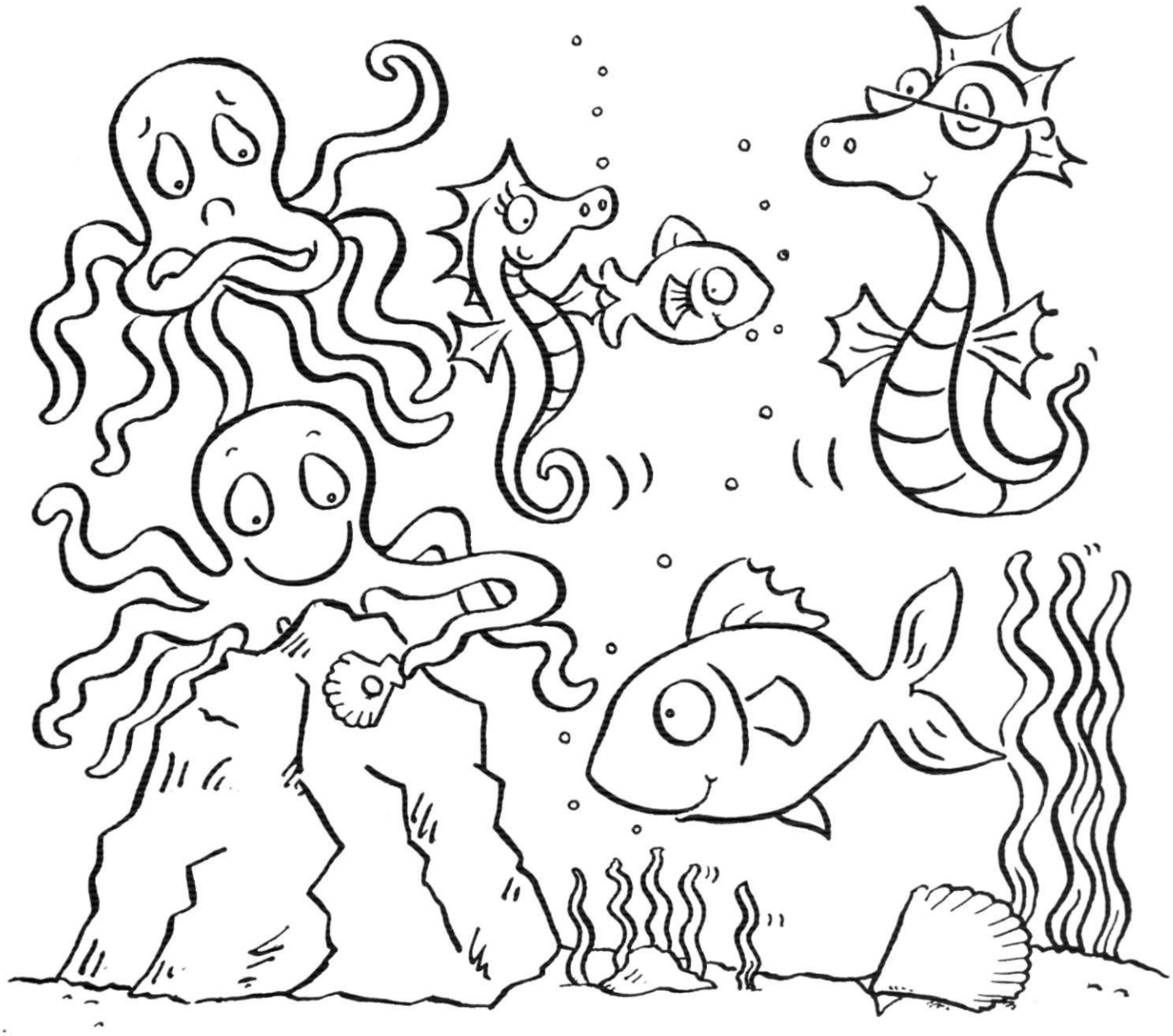

rock


shell


pearl


seaweed

Colour the picture.



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Beside the seaside

PRIMARY READING BOX

ACTIVITY TYPE
individual reading and picture sequencing

READING FOCUS
reading comprehension of a text

LANGUAGE FOCUS
present simple

LEVEL
1

AGE RANGE
7–8

TIME
30 minutes

MATERIALS
a copy of the *Beside the seaside* worksheet per pupil and an enlarged copy of the worksheet for demonstration; A4 paper, stapler, scissors, glue (optional)

Before class

Make a copy of the *Beside the seaside* worksheet for each pupil. Make an enlarged copy of the *Beside the seaside* worksheet for demonstration and cut out the six picture cards.

In class

1. Warm up by asking your class about their holidays. Include vocabulary from the worksheet by asking individual pupils specific questions, e.g. *When do you go on holiday? Who do you go with? Where do you stay? Do you ever visit your aunt/uncle/grandparents? Where do they live?*
2. Give out the worksheets. Ask pupils to look at the first picture and ask them questions to elicit answers: *What's this?* (*It's a train*); *Who are they?* (*They're a girl and her parents / her mother and father*); *Where are they?* (*They're at the train station*).
3. Continue asking them questions about the other pictures on the worksheet to revise the language and vocabulary in the text.
4. Ask pupils to cut out the six pictures.
5. Explain how the activity works by example. Read the first sentence of the text out loud. Show them a picture (not the first) and ask *Is this Claire's grandad?* (*No*); *Is this picture number 1?* (*No*). Repeat with a second incorrect picture, before showing them the correct picture. Ask the same questions to elicit that this is picture number 1, and place it on the table. Ask pupils to do the same.
6. Pupils continue to read the text and place the rest of the pictures in order, from 1 to 6.
7. When pupils have finished, they can check their answers in pairs, before correcting the activity collectively.

Extension

Pupils make a book. They fold a sheet of A4 paper twice – first horizontally, and then vertically. They cut along the folds to make four A6 sheets. Put these one on top of the other and staple them down the left-hand side.

Pupils copy the title 'Beside the seaside' at the top of the first page, and their name at the bottom. Pupils stick the pictures, one onto each page in order, and write a simplified version of the original text. They can write one sentence for each picture, e.g. *Claire's grandad lives near the sea. Claire catches a train.*

On the back page, pupils can write 'This is a [their name] book'. Fast finishers can draw a picture on the title page.

Key

1 e 2 a 3 f 4 d 5 b 6 c

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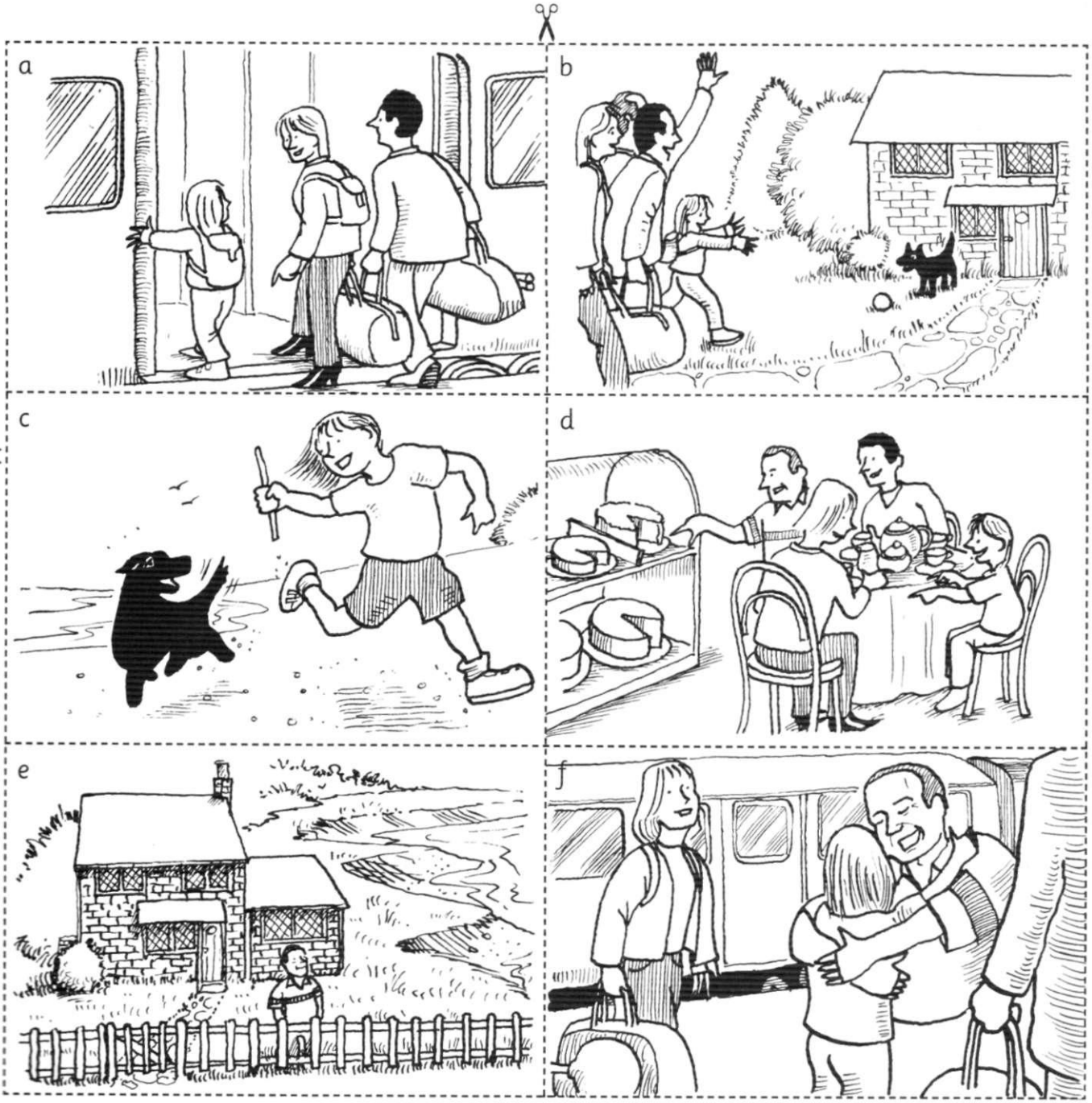
Beside the seaside

Read the text.

Claire's grandad lives near the sea. Every summer Claire catches the train with her parents and goes to visit him. Her grandad is always very happy to see them and meets them at the station.

Before they go to his house, Grandad takes them to a café. They eat cakes and drink tea. When they arrive at the house, Zac, Grandad's dog, is always out in the garden to meet them. Claire takes Zac to the beach before dinner. They run and play near the sea.

Cut out the pictures and put them in the right order.



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Opposites jigsaw 1

ACTIVITY TYPE
team game and pairwork matching puzzle

READING FOCUS
word recognition

LANGUAGE FOCUS
opposites: adjectives and verbs (see key)

LEVEL
2

AGE RANGE
9–10

TIME
20 minutes (per jigsaw)

MATERIALS
an enlarged copy of the *Opposites jigsaw 1* worksheet, one copy of the *Opposites jigsaw 1* worksheet per pupil, a long and a short pencil, scissors, glue (optional)

Before class

Make an enlarged copy of the *Opposites jigsaw 1* worksheet and cut it into 16 square pieces (keeping the two different jigsaws separate) and make a copy of the *Opposites jigsaw 1* worksheet for each pupil and cut these in half.

In class

1. Revise or pre-teach the adjectives from the first jigsaw with flashcards, realia or mime.
2. Hold up the long pencil and say *Long. This pencil's long.* Hold up the short pencil and say *Short. This pencil's short.* Hold up the long pencil again. Say *Is this pencil long?* to elicit *Yes, it is.* Say *Is this pencil short?* to elicit *No, it isn't.* Say *Is this pencil long or short?* to elicit *It's long.*
3. Stand facing the class (or ask a pupil to do so), saying *Front,* and turn your back on the class, saying *Back.* Do this a few times and then introduce the concept of 'opposite'. Face the class and say *Long.* Turn with your back to the class and ask *What's the opposite of 'long'?* to elicit *Short.* Test individual pupils at random by asking the question with different adjectives that they know and with those in the activity.
4. Play a team quiz game. Call out questions using adjectives from the activity:
   What's the opposite of 'quiet'? (*Loud*)
   What's the opposite of 'strong'? (*Weak*), etc.
5. Take the enlarged jigsaw pieces from the first puzzle and put them on the board with sticky tack. Show pupils that the shaded edge goes on the outside. Take a piece and read one of the words aloud, e.g. *Cold.* Try matching words from the other pieces, putting them next to 'cold' and saying them aloud each time: *Cold–thin, cold–loud,* etc. Continue until pupils match 'cold–hot'. Remove the puzzle pieces from the board.
6. Give out the first half of the worksheet – 1 Adjectives. Pupils cut it up.
7. Pairs of pupils work together to match the opposite adjectives and complete their jigsaws.
8. Circulate to monitor and help.
9. Correct collectively. Pupils can call out the opposite adjectives as you or another pupil completes the enlarged jigsaw on the board.
10. Pupils can stick the corrected jigsaw into their notebooks.
11. Depending on time, the second jigsaw (2 Verbs) can be done in the same class, or a later one. For pre-teaching or revising, repeat the above procedures, substituting the vocabulary for that in the second puzzle.

Key

Adjectives: tall, short, quick, slow, quiet, loud, careful, careless, fat, thin, strong, weak, first, last, hot, cold, good, bad, easy, difficult
Verbs: go, come, ask, answer, start, stop, laugh, cry, learn, teach, sit down, stand up, pick up, put down, put on, take off, open, close, catch, throw

Extension

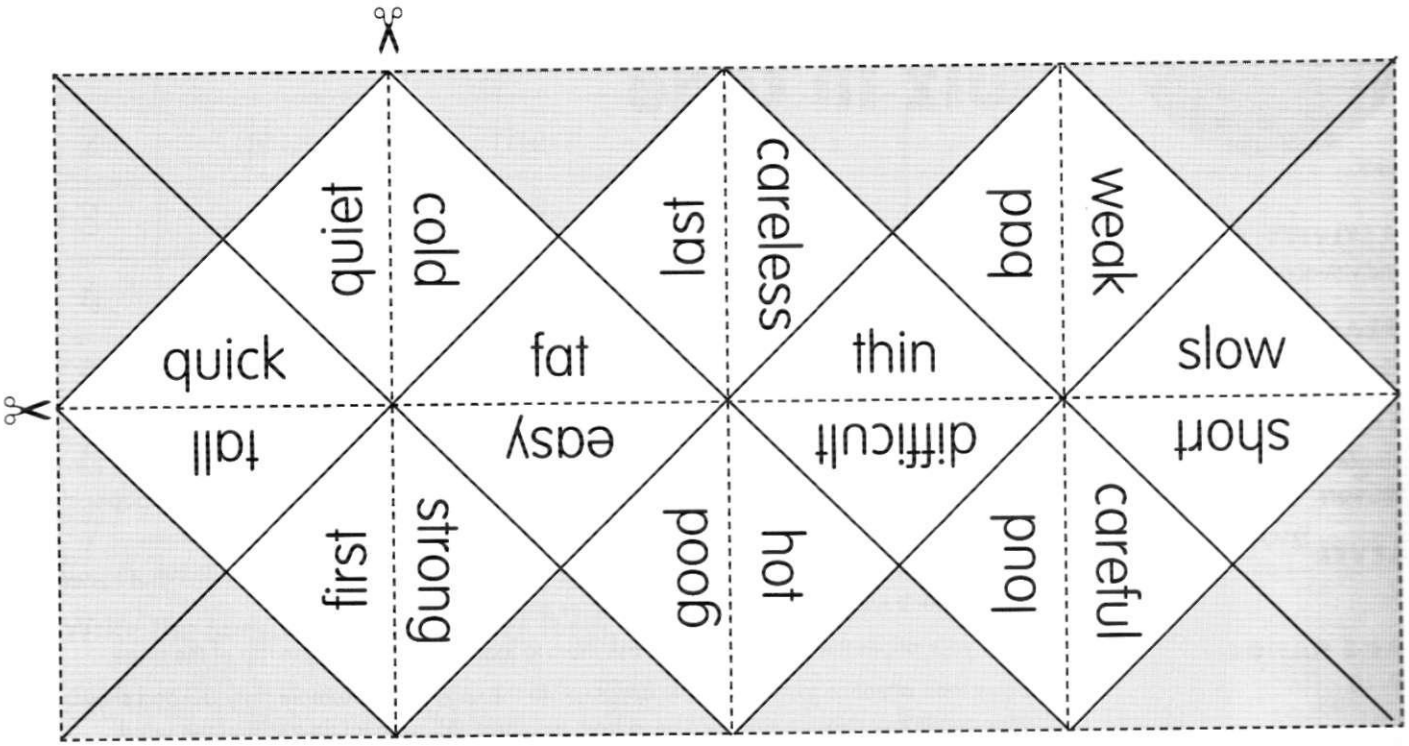
Pupils make lists of opposites to make up another jigsaw.

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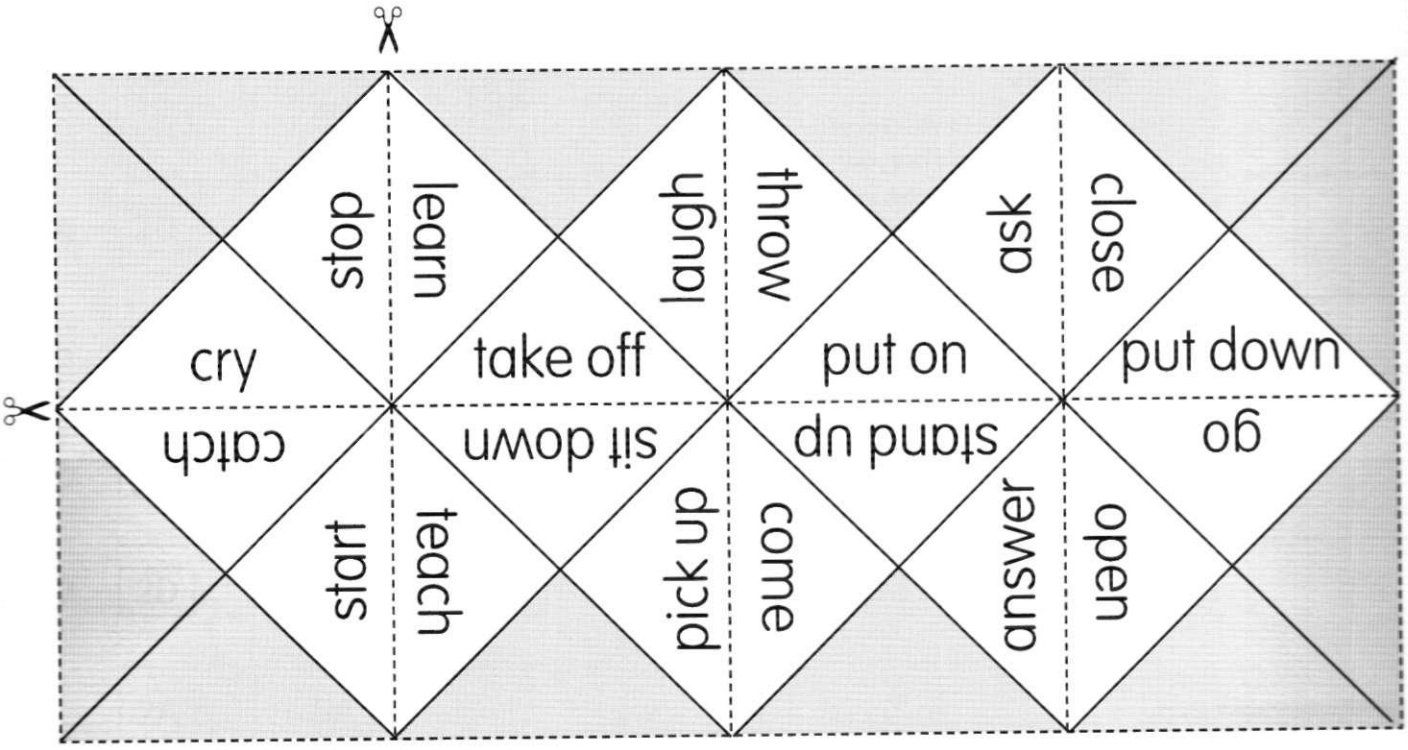
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Opposites jigsaw 1

1 Adjectives



2 Verbs



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PRIMARY READING BOX

Quiz in code

ACTIVITY TYPE
individual reading puzzle

READING FOCUS
reading sentences in code

LANGUAGE FOCUS
simple question forms and answers

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Quiz in code* worksheet per pupil

Before class

Make a copy of the *Quiz in code* worksheet for each pupil.

In class

1 Revise simple question forms and answers by having a team quiz game.
   a Divide the class into small groups of three to four pupils to form teams.
   b Call out the questions using forms from the activity (see key), either for teams to take it in turns to answer aloud, or for each team to write down the answer on a piece of paper, e.g.

   How much is twelve plus nine? What colour's the sky? Where's your pencil? What's your teacher's name? How many desks/tables are there in the classroom?

2 Give your pupils the worksheets and ask them to look at the chart at the top of the page.

3 Draw their attention to the example and explain the activity by example. Say *3D* and show your pupils that this is a grid reference from the chart. Allow them time to find the word 'What' and mime writing it on the answer line below the box.

4 Repeat the procedure for the rest of the words in the example. Once you have completed the question 'What colour's the sun?', mime writing the answer 'Yellow' on the answer line on the right.

5 Pupils work individually to write out the questions and answer them.

6 Circulate to monitor and help.

7 Correct the activity collectively. Pupils swap worksheets and dictate the questions and answers for you to write on the board.

Key

1 What's your name?
2 How old are you?
3 Where's your pencil?
4 How much is six plus three?
5 Who's sitting next to you?
6 What colour's your hair?
7 How many chairs are there in your classroom?

Extension

Divide the class into pairs. Pupils work in pairs to invent five simple questions, using the words from the chart. Pupils show you their questions to correct before changing them into code. Different pairs swap their codes to write out the new questions and answers.

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Quiz in code

	A	B	C	D	E
1	sun	teacher's	Where's	six	much
2	your	there	chairs	How	What's
3	pencil	sitting	in	What	to
4	colour's	three	Who's	many	you
5	classroom	plus	name	the	is
6	next	are	old	hair	schoolbag
7	tables	eyes	sea	book	five

Write the questions. Then answer them.

Example: 3D 4A 5D 1A

What colour's the sun? Yellow

1 2E 2A 5C

_____ _____ _____ ? _____

2 2D 6C 6B 4E

_____ _____ _____ _____ ? _____

3 1C 2A 3A

_____ _____ _____ ? _____

4 2D 1E 5E 1D 5B 4B

_____ _____ _____ _____ _____ _____ ? _____

5 4C 3B 6A 3E 4E

_____ _____ _____ _____ _____ ? _____

6 3D 4A 2A 6D

_____ _____ _____ _____ ? _____

7 2D 4D 2C 6B 2B 3C

_____ _____ _____ _____ _____ _____

2A 5A

_____ _____? _____

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2.3 In the wild

PRIMARY READING BOX



ACTIVITY TYPE
whole class TPR game and individual crossword

READING FOCUS
reading crossword clues

LANGUAGE FOCUS
wild animals: *zebra, penguin, tiger, rhino, elephant, dolphin, seal, monkey, lion, giraffe, hippo, leopard, panda, whale, snake*

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

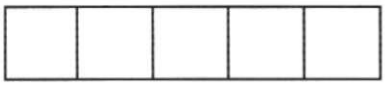
MATERIALS
a copy of the *In the wild* worksheet per pupil, prompt cards with animal names written on them

Before class

Make a copy of the *In the wild* worksheet for each pupil and make one set of prompt cards with animal names (see Language focus) written on them.

In class

1. Pre-teach or revise wild animals with picture flashcards, mime or definitions. Ensure that you include all the words in the Language focus. Brainstorm with the class, writing the vocabulary on the board as pupils call it out. Ask pupils to copy the words into their notebooks. Clean the board.
2. The class stand up and play the 'one, two, three' class game.
   a. Say the theme is 'Wild animals'.
   b. Tap the table twice, saying *One, two.* Then click your fingers, saying *Three.* Then say the word, e.g. *One, two, three – elephant.* Pupils then continue, in turn, saying different words.
   c. If pupils repeat a word or take longer than ten seconds, they are out and sit down.
3. Draw the following on the board and write 'regit' beside it:



4. Say *This big orange and black cat lives in Asia. It can climb trees and swim. What is it?* to elicit *Tiger.*
5. Say *Can you spell 'tiger'?* Write the word in the squares on the board as your pupils dictate it to you, crossing out each letter of the anagram as you do.
6. Give a worksheet to each of your pupils and ask them to complete the crossword in the same way.
7. Circulate to monitor and help.
8. Correct the crossword orally. Ask pupils to spell the animal names as you write them on the board.

Key

Down: 1 zebra 2 penguin 4 tiger 7 rhino 9 elephant 11 dolphin 13 seal
Across: 3 monkey 5 lion 6 giraffe 8 hippo 10 leopard 12 panda 14 whale 15 snake

Extension

Play a whole class miming game. Place the prompt cards on a table at the front of the class. Ask a pupil to come to the front of the class, read the prompt card and mime the animal for the other pupils to guess. The pupil who guesses the animal correctly can come up to the front to mime the next word.

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In the wild

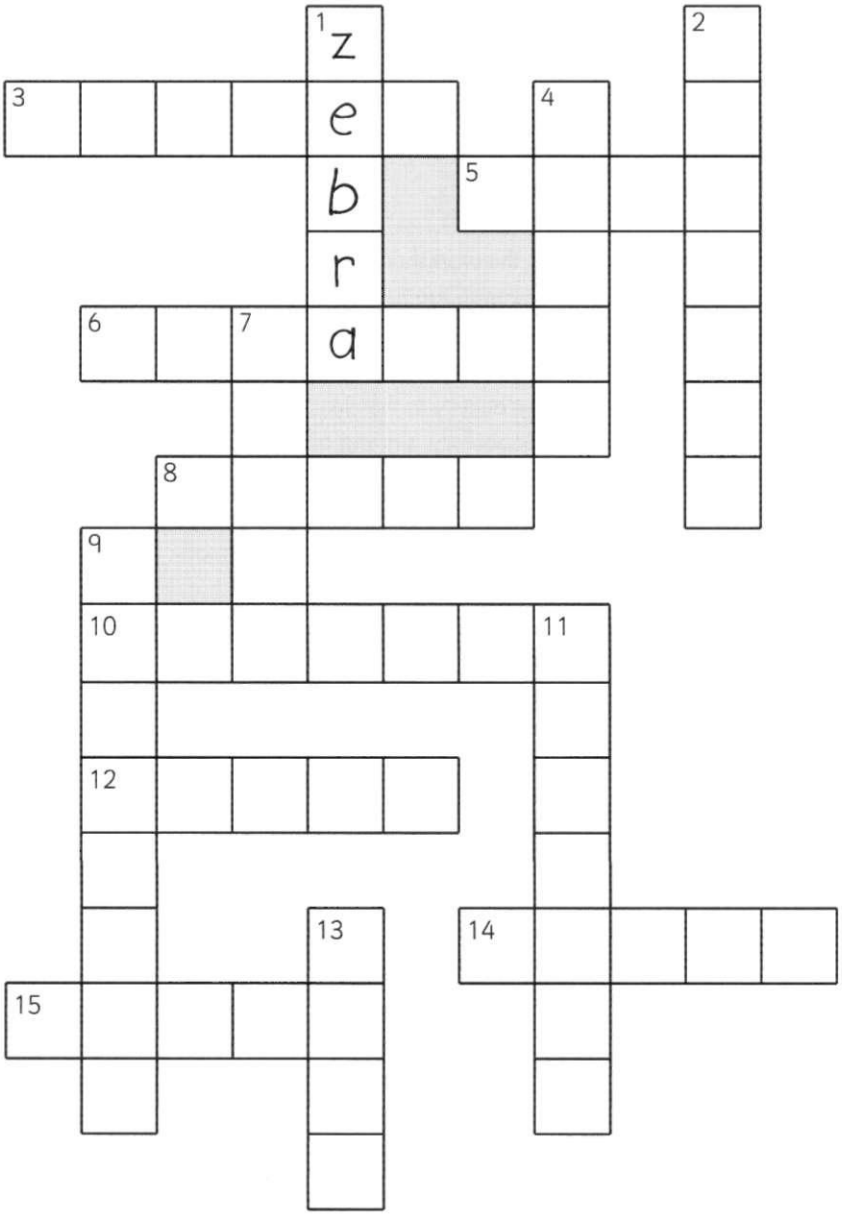

horn


trunk


flippers


leaves


spots



Down ↓

1 This is similar to a horse. It's black and white and lives in Africa. (arzbe)
2 This big black and white bird lives in the Arctic. It can't fly. (guipnen)
4 This big orange and black cat lives in Asia. It can climb trees and swim. (regit)
7 This animal is big and heavy. It lives in Africa. It's dark grey and it's got a horn. (hionr)
9 This big grey animal lives in Africa or India. It's got big ears and a long trunk. (petanleh)
11 This big grey animal lives in the sea, but it isn't a fish. It's very intelligent and friendly. (pinoldh)
13 This fat grey animal lives near cold sea water. It eats fish. It's got a tail and flippers for swimming. (lase)

Across →

3 This small brown animal loves climbing trees and eating bananas. It lives in Africa and Asia. (yenkom)
5 This big brown cat is the 'king' of the beasts. It lives in Africa and eats meat. (niol)
6 This tall animal has a very long neck and legs. It lives in Africa and eats leaves. (figafre)
8 This fat grey animal lives in Africa. It loves the water. It's got an enormous mouth and big teeth. (popih)
10 This large cat lives in Africa. It can run very fast. It's got spots. (poledra)
12 This is similar to a bear. It's black and white and lives in China. It eats only bamboo. (dapna)
14 This is an enormous sea animal. It isn't a fish. It's bigger than an elephant. (halew)
15 This long thin animal hasn't got any legs. It lives in all the continents in the world. It can be dangerous. (kanes)

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Word maze 2

PRIMARY READING BOX

ACTIVITY TYPE
whole class game, individual classification puzzle

READING FOCUS
word recognition and grouping of words

LANGUAGE FOCUS
parts of the body: *ear, leg, eye, finger, teeth, foot, thumb, knees, toes, hand, arm, head, mouth, shoulders, tooth, feet, neck, hair, face, back, chin, nose*
furniture, clothes
verbs, adjectives

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Word maze 2* worksheet per pupil

Before class

Make a copy of the *Word maze 2* worksheet for each pupil.

In class

1. Pre-teach or revise the parts of the body on the worksheet with flashcards, realia and mime. Ensure that you include all the words in the Language focus. Brainstorm with the class, writing the vocabulary on the board as pupils call it out. Ask pupils to copy the words into their notebooks.
2. Give out the worksheet and demonstrate the activity to the class. Explain that pupils must draw lines through the parts of the body vocabulary, starting at the 'Start' arrow and finishing at the 'Finish' arrow. Insist that they use pencil to be able to rub out and correct as they go along. Demonstrate the first three words ('ear', 'leg', 'eye').
3. Point out to pupils that they can go left, right, up or down, but not diagonally. They may have to go back on themselves, so they must look at all the words.
4. Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
5. Pupils correct the puzzle in pairs first. Then correct it collectively.
6. Pupils read the instructions to the second activity on the worksheet in silence.
7. Write the following headings on the board: 'furniture', 'verbs', 'adjectives', 'clothes'. Ask pupils to read the word maze again to find a word for each group. Write up a few correct answers under each heading as pupils suggest them. Explain that there are eight words in each group and two words that are 'intruders' that do not go into any of the groups. When they have a clear idea of the task, pupils work in pairs to do the second activity on the worksheet.
8. Correct the activity collectively.

Key

Parts of the body: ear, leg, eye, finger, teeth, foot, thumb, knees, toes, hand, arm, head, mouth, shoulders, tooth, feet, neck, hair, face, back, chin, nose
Furniture: bookcase, armchair, cupboard, mat, lamp, bed, sofa, mirror
Verbs: listen, sail, buy, climb, carry, laugh, need, shout
Adjectives: bad, afraid, different, easy, difficult, careful, dirty, cold
Clothes: coat, T-shirt, scarf, sweater, jacket, jeans, socks, shoes
'Intruders': star, world

Extension

Ask pupils to make their own word maze.

Before class, erase the words from a photocopy of the word maze with correcting fluid and make one copy for each small group of pupils (three to four).

Divide the class into groups and give each group a blank word maze. Give each group a word group (parts of the body, animals, things in the classroom, etc.). They will need at least 15 words from one lexical group to draw a path from start to finish.

First they write in the vocabulary items. Then they complete the grid with other words.

Groups change grids to try and trace the route.

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Word maze 2

1 Follow the body words. → ← ↑ ↓

Start →

ear	afraid	mat	carry	scarf	jeans	cold	mirror
leg	eye	buy	T-shirt	hand	arm	head	mouth
coat	finger	lamp	difficult	toes	bed	socks	shoulders
bookcase	teeth	foot	thumb	knees	dirty	feet	tooth
bad	star	climb	laugh	sweater	hair	neck	shout
armchair	sail	different	need	careful	face	sofa	shoes
listen	cupboard	easy	world	jacket	back	chin	nose

Finish ↓











2 Now put the other words into four groups: furniture, verbs, adjectives, clothes. What are the two intruders?

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2.5 Family tree

PRIMARY READING BOX

ACTIVITY TYPE
individual information transfer puzzle

READING FOCUS
reading comprehension of a text

LANGUAGE FOCUS
the family

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Family tree* worksheet per pupil

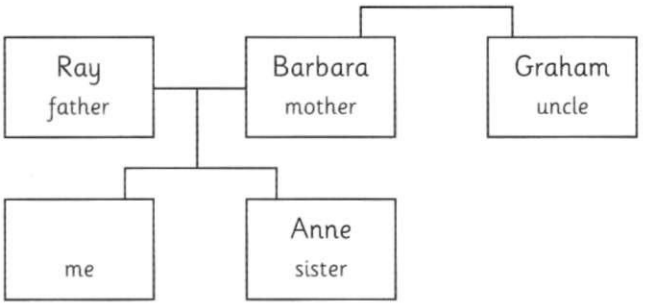
Before class

Make a copy of the *Family tree* worksheet for each pupil.

In class

1 Revise or pre-teach the relevant vocabulary from the worksheet by asking your pupils questions about their family. Explain the informal forms (*mum/mother, dad/father, grandad/grandfather, grandma/grandmother*). Ask pupils to ask each other about their families: *Ask him / Ask Mary / Ask Yannis: What's your mum's name? Have you got a sister? What's her name? What's your uncle's name? Where does he live?* etc.

2 If your pupils are not familiar with family trees, draw a simple one for yourself on the board, including basic family members: mother, father, brother, sister. e.g.



3 Write these pre-reading questions on the board: 'Where's Alex from?' 'How old is Alex's grandad?' 'Who is Lorraine?'

4 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence and answer the questions on the board in their notebooks.

5 When they have finished answering the questions, ask them to compare in pairs, and then correct as a whole class.

6 Focus their attention on the box of words below the text. Tell them that they must use these family words to complete the labels on the family tree. Pupils do the task individually.

7 First pupils correct in pairs by comparing their worksheets. Then correct collectively. Pupils read out the answers for you to write on the board.

Key

1 Elaine, grandmother 2 Philip, grandfather 3 Lucy, mother 4 Matt, brother
5 Neil, father 6 Alex, me 7 Mark, uncle 8 Gemma, sister 9 Lorraine, aunt
10 Ralph, cousin

Extension

Pupils can make a family tree for themselves.

Ask them to bring in photographs or draw pictures to make their own family tree. Ask them to write a short text similar to that on the worksheet below it.

These could be displayed around the classroom.

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Family tree

Read the text and complete the labels. Use the words in the box.

Hi. My name's Alex. I'm thirteen years old and I'm from Portsmouth in England. These are photos of my family. Look, this is me here with my brother, Matt, and my sister, Gemma. Matt's fifteen and Gemma's ten. These are my parents. My mum's name's Lucy and my dad's name's Neil. They're great! This is a photo of my grandparents on their boat. This is my grandad. His name's Philip and he's sixty-five. My grandma's name's Elaine. This is a photo of my dad's brother and his family. They've got a house in Florida. My uncle's name's Mark and my aunt's name's Lorraine. This is my cousin, Ralph. He's twelve.

Write family words for Alex.

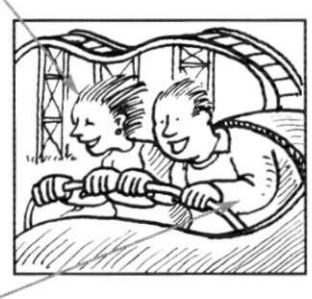
grandfather	grandmother ✓	father	mother	aunt
uncle	brother	sister	cousin	

1 Elaine grandmother



2

3



4



5

6 Alex me



7

8

9

10

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PRIMARY READING BOX

What do we say?

ACTIVITY TYPE
whole class role play, individual reading puzzle

READING FOCUS
reading comprehension of speech bubbles and expressions

LANGUAGE FOCUS
formulaic expressions for everyday situations (see key)

LEVEL
2

AGE RANGE
9–10

TIME
40 minutes

MATERIALS
an enlarged copy of the *What do we say?* worksheet, a copy of the *What do we say?* worksheet per pupil, scissors, glue (optional)

Before class

Make an enlarged copy of the *What do we say?* worksheet. Cut out the pictures and the text cards at the bottom of the page, to use for demonstration. Make a copy of the *What do we say?* worksheet for each pupil.

In class

1 Revise formulaic expressions.
   - **a** Ask pairs of pupils to come to the front to act out the situation that you are going to describe. Explain that they have to mime.
   - **b** Direct each pair of pupils by describing a simple situation and using imperatives, e.g. *Juan, you're at Sara's birthday party. Give her a present.* Wait for your pupil to carry out the mime. Then ask *What do you say?* to elicit *Happy birthday, Sara. This is for you. / Here you are. / I've got a present for you.* Explain that we can say the same thing in different ways. Say *Sara, take the present.* Wait for your pupil to carry out the mime. Then ask *What do you say?* to elicit *Thanks / Thank you (very much).*
   - **c** Ask another pair of pupils to come to the front, and say *Maria, your cat's ill and you look very sad.* Wait for your pupil to carry out the mime. Then say *Simon, ask Maria why she's sad. What do you say?* to elicit *What's the matter?* Say *Maria, what do you say?* to elicit *My cat's ill.*

     Possible situations: pupil wants to get off a bus / pass in front of somebody, watching a film at the cinema and accidentally treads on the other person's toe.

2 Continue to practise all the situations on the worksheet and any more that your pupils know.

3 Give out the worksheets and scissors. Pupils cut out the text boxes at the foot of the page.

4 Stick the demonstration pictures up on the board with sticky tack and draw your pupils' attention to the first one. Ask *What are they saying?* Give pupils time to read their text boxes and suggest the right answer (*Oh, no!*). Stick this text card in the speech bubble on the picture.

5 Pupils work individually to match the text boxes to the right speech bubbles.

6 Circulate to monitor and help.

7 Correct the activity collectively. Individual pupils can come to the board and stick the enlarged text boxes in the right places on the pictures.

8 When pupils have corrected the activity, they stick the text into the speech bubbles. (Alternatively, they can write the text in the speech bubbles.)

Key

1 Oh, no! 2 Be careful! Sorry. 3 Happy birthday. Thanks. 4 What's the matter? My dog's ill. 5 Can you pass me the sugar, please? 6 Here you are. Thanks. 7 Can you turn the music down, please? Pardon? 8 Excuse me! Bless you! 9 Excuse me, please.

Extension

Play a miming game in pairs. Place the enlarged text cards face down on a table at the front of the class. Pairs take it in turns to come to the front and read a card. They act out any situation that corresponds to that formulaic expression. You can adapt the expressions, e.g. *Can you turn the TV down, please?* Add more that they know.

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What do we say?



Cut out the boxes and put them with the correct pictures.

Oh, no!	Thanks.	Bless you!	Sorry.	Excuse me, please.	Thanks.
Pardon?	What's the matter?	Happy birthday!	Excuse me!	Can you turn the music down, please?	Can you pass me the sugar, please?
My dog's ill.	Be careful!	Here you are.			

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Broken sentences 1

PRIMARY READING BOX

ACTIVITY TYPE
pairwork matching activity

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
present continuous verb + complement

LEVEL
2

AGE RANGE
9–10

TIME
20 minutes

MATERIALS
a copy of the *Broken sentences 1* cards per pupil, scissors

Before class

Make a copy of the *Broken sentences 1* worksheet for each pupil. You can make the activity shorter by leaving out some sentences, if you wish.

In class

1. Explain the object of the activity. This can be done by example on the board. Write 'I'm playing' on one side of the board and a number of possible combinations on the other, e.g. 'a bike', 'a doll', 'a banana', 'tennis'.
   Elicit the correct combination from pupils and write the complete answer on the board.
2. Give each pupil a copy of the worksheet. Let them look at it for a few minutes to familiarise themselves with its contents. Pupils cut the worksheet into 24 cards and place them face up on the desk.
3. Divide the class into pairs. Pairs work together to match up each of their sets of cards as in the demonstration. Explain that some sentences are grammatically and factually correct, e.g.
   'They're drawing a bike' / 'a car', etc.
   or
   'They're drawing a picture.'
   However, because it is necessary to make 12 correct sentences, the final sentence would then be nonsensical. An element of reasoning or logical deduction is necessary, as pupils must monitor and correct their own sentences. It is important not to correct their sentences or offer too much help until they have completed all 12 sentences.
4. Monitor to check that they are making correct combinations. Show pupils how to look for a logical connection between parts of sentences, e.g. eating / chocolate, reading / a comic. Try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
5. Correct collectively, with pupils reading out sentences for others to check their combinations.
6. Pupils copy sentences into their notebooks.

Key

1. They're drawing a picture.
2. She's reading a comic.
3. He's drinking orange juice.
4. They're playing table tennis.
5. I'm riding a bike.
6. She's wearing a dress.
7. I'm doing an exercise.
8. He's driving a car.
9. We're eating chocolate.
10. You're climbing a tree.
11. You're listening to music.
12. We're watching television.

Extension

In pairs, pupils make the sentences negative and write them in their notebooks.

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Broken sentences 1

1 They're drawing	orange juice.
2 She's reading	television.
3 He's drinking	a tree.
4 They're playing	a picture.
5 I'm riding	music.
6 She's wearing	a comic.
7 I'm doing	table tennis.
8 He's driving	an exercise.
9 We're eating	a dress.
10 You're climbing	chocolate.
11 You're listening to	a bike.
12 We're watching	a car.

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Peter's holiday

PRIMARY READING BOX

ACTIVITY TYPE
individual error correction

READING FOCUS
reading comprehension of a story text

LANGUAGE FOCUS
present simple

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Peter's holiday* worksheet per pupil and an extra copy of the worksheet for demonstration

Before class

Make a copy of the *Peter's holiday* worksheet for each pupil. Make an extra copy of the *Peter's holiday* worksheet for demonstration.

In class

1. Warm up by asking your class about their holidays. Include vocabulary from the worksheet by asking individual pupils specific questions, e.g. *When do you go on holiday? Who do you go with? Where do you stay? Do you ever visit your aunt/uncle/grandparents? Where do they live?*
2. Give out the worksheet and explain how the activity works by example.
   a. Ask a pupil to read the first sentence from the first text. Ask him or her then to look at the second text and read the first sentence. Ask *Are they the same?* to elicit the answer *No, they aren't.* Ask pupils what the difference is, to elicit that in text 1 it says *Farmer*, but in text 2 it says *Mechanic*.
   b. Tell them that in text 2 *Mechanic* is a mistake, and mime crossing out the incorrect answer and writing *Farmer* above it in the second part of your worksheet. Say *In part 2 there are14 other mistakes. Read and correct them.*
3. Pupils then read both texts, looking for the differences and correcting them in the second text.
4. Circulate to monitor and help.
5. When pupils have finished, they can check their answers in pairs, before correcting collectively.
6. Ask pupils questions about the second text to check comprehension, e.g. *What's Peter's uncle's job? Where does he live? When does Peter visit him? Does Peter get up late or early? What does Peter do first in the morning? What time does he have breakfast?*

Key

~~mechanic~~ farmer, ~~city~~ country, ~~autumn~~ spring, ~~mother~~ father, ~~her~~ his, ~~flat~~ farm, ~~a month~~ a week, ~~morning~~ day, ~~in the garage~~ on the farm, ~~ears~~ cows, ~~car wash~~ milking house, ~~workshop~~ hen house, ~~parts~~ eggs, ~~half past ten~~ half past eight, ~~go to a café~~ sit in the kitchen

Extension

Pupils write a short text about themselves, with five obvious 'mistakes', e.g.

'My name's Michael. I'm twenty years old. I'm a doctor. I live in a big house in Hollywood. Hollywood is in China.'

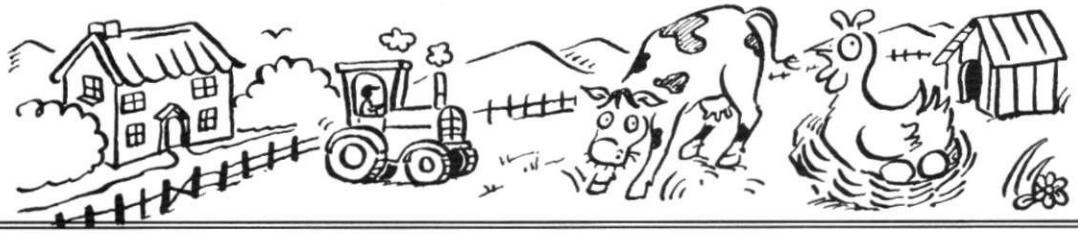
In pairs, pupils swap texts and correct their partner's 'mistakes'. They can ask questions, if necessary, e.g. *Do you live in a big house?*

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Peter's holiday

Read the story.



Peter's uncle is a farmer. He lives in the country. Every spring, Peter's father drives his family to the farm to stay there for a week.

Every day, Peter gets up very early because he loves working on the farm. His first job is to help his uncle with the cows. They take them to the milking house. After that, he goes to the hen house and gets the eggs. At half past eight, Peter and his uncle sit in the kitchen and eat a big breakfast.

Correct this story.



farmer

Peter's uncle is a ~~mechanic.~~ He lives in the city. Every autumn, Peter's mother drives her family to the flat to stay there for a month.

Every morning, Peter gets up very early because he loves working in the garage. His first job is to help his uncle with the cars. They take them to the car wash. After that, he goes to the workshop and gets the parts. At half past ten, Peter and his uncle go to a café and eat a big breakfast.

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2.9 Snake pictures 2

PRIMARY READING BOX

ACTIVITY TYPE
individual word recognition and definition puzzle

READING FOCUS
word recognition and extracting meaning from sentences

LANGUAGE FOCUS
definitions of simple nouns, verbs and determiner: *towel, lake, evening, grass, scarf, farm, music, climb, bath, hurt, tea, any, year*

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Snake pictures 2* worksheet per pupil

Before class

Make a copy of the *Snake pictures 2* worksheet for each pupil.

In class

1. Revise or pre-teach the vocabulary on the worksheet and in the 'definitions' game (see step 3 below), using flashcards, realia and mime.
2. Ask the class to listen to a definition. Write the word 'definition' on the board and say *This is a large black and white animal. It lives in Asia and eats bamboo. It's similar to a bear. What is it?* Wait for the class to offer suggestions to elicit the right answer, *Panda*.
3. Divide the class into small groups of three or four pupils working around a table with a sheet of paper or a page in their notebook and a pen or pencil. Ask them to write numbers 1 to 5 in a column on the left-hand side of the paper. Explain you are going to play a 'definitions' game. Pupils work in teams to listen to your five definitions, decide which words they are and write the words on the paper in the correct order.
   A long, thin, yellow and black fruit. Monkeys like eating these. (Banana)
   The place we go to when we want to catch a train. (Station)
   We wear these on our hands in very cold weather, or for some sports. (Gloves)
   We can watch our favourite programmes on this. It's usually in the living room. (Television)
   It's a very comfortable piece of furniture. We sleep in it. (Bed)
4. When pupils have finished, correct collectively.
5. Ask pupils to return to their places and give out the worksheets. Ask pupils to read the words in the snake in silence. When they have finished, point to the first word ('towel') and to the word after it ('lake'). Show pupils that the last letter of one word is the first letter of the next one and ask them to find the next word in the sequence ('evening').
6. Repeat the procedure with the next word, if necessary.
7. Pupils find and circle the words in the snake. Circulate to monitor and prompt.
8. Correct this part of the activity collectively by asking pupils to call out the words for you to write on the board.
9. Ask pupils to read the list of definitions and to write the appropriate word from the wordsnake next to each one.
10. Circulate to monitor and help.
11. Correct in pairs. Pupils compare their worksheets. Then correct collectively by individual pupils reading out the definitions for others to say the word.

Key

1 towel 2 music 3 bath 4 year 5 evening 6 climb 7 any 8 lake
9 grass 10 hurt 11 scarf 12 tea 13 farm

Extension

In pairs, pupils invent an eight-word wordsnake puzzle for other pairs to solve. Fast finishers could try to write simple definitions for their selection of words.

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Snake pictures 2

Find the words.



Write the words next to the definitions.

1	towel	We can dry our hands with this.
2		We enjoy listening to this.
3		We get into this to wash our whole body. Not a shower.
4		There are twelve months in this.
5		The time between afternoon and night.
6		Go up (for example, a tree or a mountain).
7		The negative or interrogative form of 'some'.
8		We can water ski here.
9		Cows eat this.
10		Another word for 'ache'. If you cut your finger, it can do this.
11		We wear this around our necks in winter.
12		A hot drink. People drink this a lot in Britain. We can have it with milk or lemon.
13		There can be animals on this. A farmer works here.



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2.10

Seven day chant

PRIMARY READING BOX



ACTIVITY TYPE
whole class chant, individual matching activity

READING FOCUS
reading comprehension of a chant

LANGUAGE FOCUS
days of the week
present simple
present continuous

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
an enlarged copy of the *Seven day chant* worksheet, a copy of the *Seven day chant* worksheet per pupil

Before class

Make an enlarged copy of the *Seven day chant* worksheet and colour the pictures. Make a copy of the *Seven day chant* worksheet for each pupil.

In class

1. Give out a copy of the worksheet to each pupil and talk about the pictures. Hold up your enlarged copy, point to picture number 1 and say *Look at number 1. What's she doing? Where is she?* Continue asking questions about the other pictures to practise the vocabulary and structures, and to familiarise pupils with the verbs.
2. Ask your pupils to read the chant in silence. When the class have finished reading, point to the first picture and to the box below it. Say *Is she Monday's child? Is she Tuesday's child?* Continue until you elicit *She's Sunday's child.* Pick up a pencil and mime writing 'Sunday' in the box. Repeat the procedure with the second picture, if necessary. Ask pupils to read the chant again and write the days under the right pictures, individually.
3. Circulate to monitor and help. Then correct collectively.
4. Say *Listen and repeat.* Read the chant line by line, giving pupils time to repeat each one after you. Check for correct stress and rhythm. Chant together all the way through without stopping and clap at the same time. Point to the pictures on your enlarged copy in random order for pupils to chant the corresponding line back to you. Divide the class into eight groups and give each group a line of the chant. Each group chants in order without breaking rhythm.
5. Pupils play a miming game. A pupil comes to the front and mimes an action for one of the days. The other pupils try to guess the day of the week.

Extension

In pairs, pupils invent another chant. Give the class the first two lines: *Monday's child flies a kite, Tuesday's child doesn't fight,* the last line: *In a week there are seven days,* and the following prompts: *comb/hair, sit/chair, like/drive/cars, look/at/stars, never/stay.*

Key

Monday's child flies a kite,
Tuesday's child doesn't fight,
Wednesday's child combs his or her hair,
Thursday's child sits on a chair,
Friday's child likes driving cars,
Saturday's child looks at the stars,
Sunday's child never stays,
In a week there are seven days.

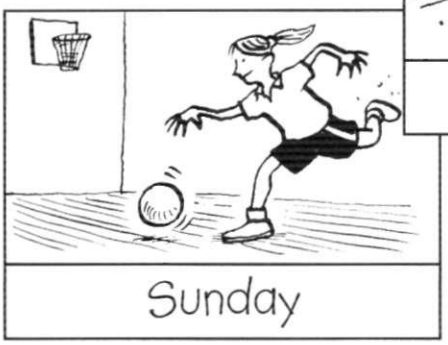
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Seven day chant

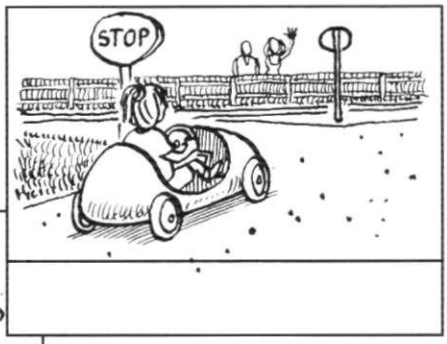
Read the chant. Then write the days of the week under the pictures.

1



Sunday

2

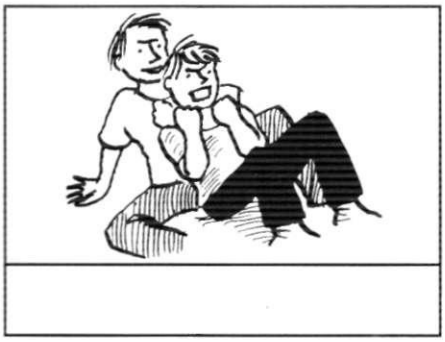


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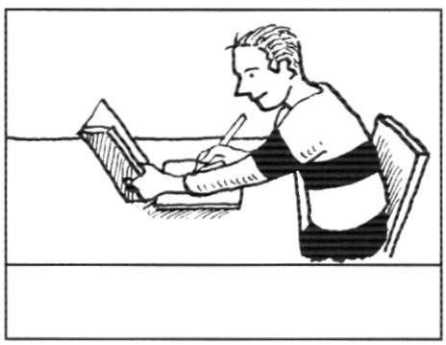


Monday's child pulls a face,
Tuesday's child wins the race,
Wednesday's child starts and stops,
Thursday's child jumps and hops,
Friday's child reads and writes,
Saturday's child shouts and fights,
Sunday's child runs and plays,
In a week there are seven days.

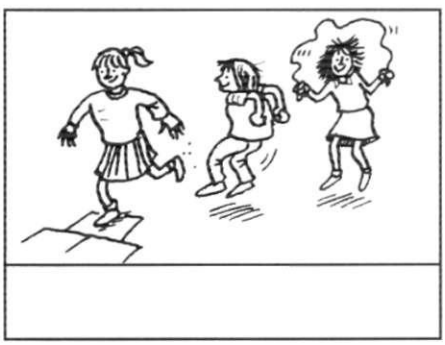
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5



6



7



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Going to dominoes

PRIMARY READING BOX

ACTIVITY TYPE
small group matching game

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
going to future

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Going to dominoes* worksheet per small group of pupils, card, glue, scissors

Before class

Make a copy of the *Going to dominoes* worksheet for each small group and stick it onto card. Cut these up into 11 dominoes. Alternatively, pupils cut out their own sets at the start of the class. For this, you need a copy of the worksheet for each pupil, so that each pupil can take his or her game set home.

In class

1. Revise or pre-teach the *going to* future, as used for future predictions based on present evidence, i.e. when we can 'see' that something is going to happen. Describe situations to elicit *going to* sentences, e.g.
   Eric's getting undressed. The bath's full of water. (*He's going to have a bath.*)
   Philippa's very hot and thirsty and she's getting a glass from the cupboard. (*She's going to drink/have a glass of water.*)
   Matthew's in the bathroom. He's putting some toothpaste on his toothbrush. (*He's going to brush his teeth.*)
   The children are opening their exercise books and they're picking up their pens. (*They're going to do their homework / an exercise.*)
   Some people are standing at the bus stop. (*They're going to catch the bus.*)
   Elaine's switching on the television. (*She's going to watch TV.*)
   Mark and Neil are running behind the bus, but the bus isn't stopping. (*They're going to miss the bus.*)
   A lot of people are walking into the train station. They're going onto the platform. (*They're going to catch the train.*)
2. Arrange the class in groups.
3. Explain the rules. This can be done by example. Shuffle the dominoes and divide them between a group of pupils. Turn the last domino over and place it in the middle of the table.
4. The player to the left of the dealer starts. He or she puts a domino next to the card on the table (either before or after). It must match the description or the prediction. (They can ignore the numbers and letters on the dominoes – these relate to the key only.)
5. The player on his or her left continues and repeats the process. If a player cannot put a domino down, it is the next player's turn.
6. The first person to play all their dominoes is the winner. The other players continue to put down their dominoes, as when they have all been played they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
7. Circulate to monitor and check.

Note

There may be some vocabulary that pupils do not know. The first time they play, try to encourage pupil autonomy; do not tell them meanings, but rather prompt and suggest, to see if they can guess meanings from the context.

Key

1f, 6k, 11j, 10b, 2g, 7i, 9e, 5d, 4h, 8c, 3a

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Going to dominoes

(a) It's going to rain.	(1) Simon's riding his bike very fast and his hands are in his pockets.	(b) She's going to read.	(2) We're putting on our pyjamas and cleaning our teeth.
(c) She's going to do an exam.	(3) The sky's full of black clouds. People are carrying umbrellas.	(d) She's going to take her dog to the vet.	(4) John's clothes are on the floor. His books are on his bed. His mother's angry with him.
(e) They're going to go swimming.	(5) Carol's dog looks very ill. It isn't eating its food.	(f) He's going to fall off his bike.	(6) The children are opening their exercise books and picking up their pencils.
(g) We're going to go to bed.	(7) The dog's sleeping under the car. It's black and dirty.	(h) He's going to tidy his room.	(8) It's nine o'clock on Monday night and Elaine's still studying.
(i) The children are going to bath their dog.	(9) The children are putting their swimming costumes on.	(j) He's going to get up.	(10) Rachel's getting a book from the shelf.
(k) They're going to do an exercise.	(11) The alarm clock's ringing and Jim's opening his eyes.		

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Home-to-home

PRIMARY READING BOX

ACTIVITY TYPE
small group board game

READING FOCUS
reading comprehension of short texts

LANGUAGE FOCUS
town vocabulary

instructions

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the board and a set of 30 game cards per small group, dice, counters

Before class

Make a copy of both of the *Home-to-home* worksheets for each small group (two to four pupils). Enlarge photocopy 1 (the board) to A3. Prepare a game board and sets of cards by sticking the worksheets onto card. Cut photocopy 2 into 30 individual cards.

In class

1 Revise the town vocabulary used in the game. Play a team game.

a Divide the class into small groups (maximum four pupils) working around a table. Call out questions for teams to write the answers in their notebooks, e.g.
Where can I buy (bread)? (At the baker's/bakery/supermarket.)
Where can you get (shoes)? (At a shoe shop.)
Where do you catch the bus? (At a bus stop / bus station.)
Where can you see a film? (At the cinema.)

b Teams swap notebooks for the class to correct collectively. Individual pupils give you the answer to write on the board. Give two points for a correctly spelt answer, and one point for a correct answer with a spelling mistake.

2 Explain the rules. This can be done by example.

a The *Home-to-home* cards are placed face down on the board.

b Players must go around the board from 'Home' to 'Home' by rolling the dice and advancing the number on the dice.

c If a player lands on the 'Home-to-home' squares, they take a card from the pile. They read the instructions aloud and place the card face up on the board for the other players to read. They must decide either:

- where to go, e.g. *You'd like a drink because you're thirsty. – Go to the café.* The player then moves their counter to the picture of that location.

or:

- if the card is negative, e.g. *You forgot to do your homework and the teacher was angry*, they go back three spaces. If the card is positive, e.g. *You got up early and tidied your room*, they go forward three spaces.

d They carry out the instruction (players move backwards or forwards only once per turn) and place the card at the bottom of the pile.

e To start, they all roll the dice and the player with the highest number goes first.

f The player on his or her left continues the process.

g The winner is the first player to reach 'Home' or the player nearest home at the end of the time limit.

Encourage pupils to use English for communicating while they play by teaching/revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. You're the winner.* Explain that they are going to play the game and it is not necessary for them to know the meaning of every word in the text, but rather to get the general meaning from the context.

3 Give each group their board, cards, counters and dice and let them play.

4 Circulate to monitor and help.

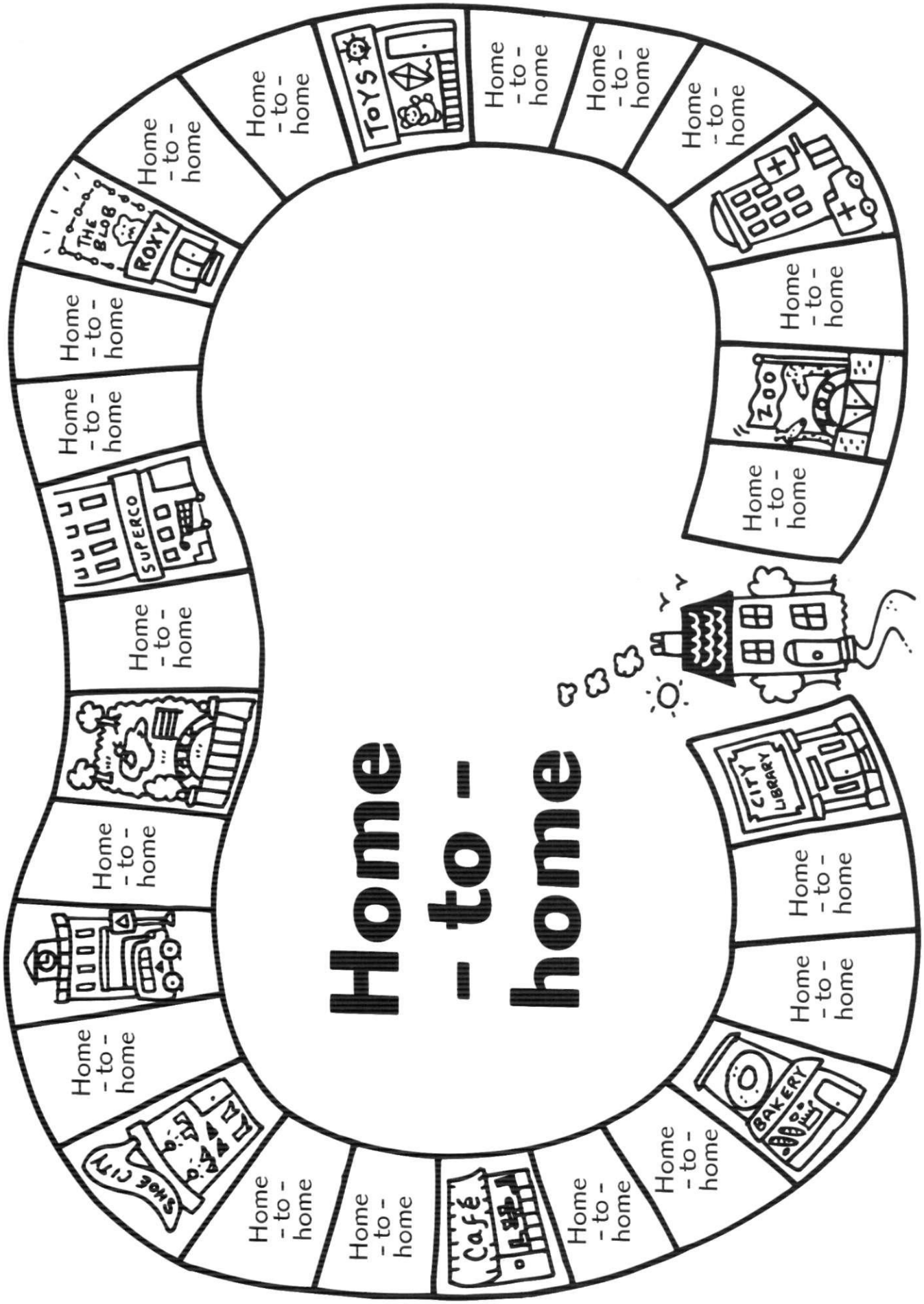
Extension

With better groups, you can ask your pupils to make up more Home-to-home cards, to use either in a later class or with a different group.

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Home-to-home (1)



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Home-to-home (2)

Home-to-home Where to go? You're getting the bread for your mum.	**Home-to-home** Where to go? You've got to buy some fruit for a picnic.	**Home-to-home** Where to go? You're tired and thirsty. You'd like to sit down and have a drink.	**Home-to-home** Where to go? You're hungry. You want to have a burger and chips.	**Home-to-home** Where to go? It's Sunday. You're going to meet your friends and see a film.
Home-to-home Where to go? Your trainers are too small. Go and look for some new ones.	**Home-to-home** Where to go? You're meeting your mum because you need some new shoes for school.	**Home-to-home** Where to go? It's Saturday and the sun's shining. Why don't you go out to play with your friends?	**Home-to-home** Where to go? You got some money for your birthday. You'd like a new computer game.	**Home-to-home** Where to go? It's your friend's birthday and you want to buy her a present.
Home-to-home Where to go? It's Saturday and you really like watching the monkeys at feed time.	**Home-to-home** Where to go? It's a holiday. Take your little sister to see the elephants.	**Home-to-home** Where to go? You must do a science project for school. You need a book.	**Home-to-home** Where to go? Your aunt had a baby yesterday and you want to go and see them both.	**Home-to-home** Where to go? You fell down and your arm hurts. You need to have an X-ray.
Home-to-home Where to go? You left your bag on the bus. Go and find it.	**Home-to-home** Where to go? A friend is coming to visit. Go and meet her from the bus.	**Home-to-home** Where to go? You've got some pocket money and there's a great film on.	**Home-to-home** Where to go? You're bored. You want a good book to read.	**Home-to-home** Where to go? Your brother did it yesterday, so today it's your turn to walk the dog.
Home-to-home + or – ? You stayed up late and couldn't get up on time. You were late for breakfast.	**Home-to-home** + or – ? You stopped to talk with a friend. You got home late and your mum was angry.	**Home-to-home** + or – ? You're riding your bike really well and you're wearing your hard hat.	**Home-to-home** + or – ? You're happy because you got good marks in your exam.	**Home-to-home** + or – ? Your teacher was happy because you did your homework really well.
Home-to-home + or – ? You forgot to do your homework and the teacher was angry.	**Home-to-home** + or – ? You ate chewing gum in class and your teacher caught you.	**Home-to-home** + or – ? You were late for school because you missed the bus.	**Home-to-home** + or – ? You got up early and tidied your room.	**Home-to-home** + or – ? You helped your dad do the shopping.

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PRIMARY READING BOX

2.13 Sentence jumble 1

ACTIVITY TYPE
individual/group matching activity

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
syntax
present tenses
going to
would like

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Sentence jumble 1* worksheet for each pupil, enlarged copies of the word cards, scissors and glue (optional)

Before class

Make an enlarged copy of the worksheet and cut out the 24 cards. If you have fewer than 24 pupils, select the appropriate number of cards, ensuring that they make up complete sentences. Make a copy of the *Sentence jumble 1* worksheet for each pupil.

In class

1 Draw four 'cards' on the board, e.g.

a bike.	ride	I	can

2 Explain that the activity involves forming sentences, and that each sentence consists of four cards. They should use the punctuation to help them (full stop and capital letter). Elicit the sentence *I can ride a bike.*

3 Give your pupils the worksheets. They must put the words into the boxes to form the six complete sentences. They can do this by:
- cutting out the boxes and gluing them in the boxes below
- writing the words in the boxes on the worksheet
- copying the sentences into their notebooks.

4 Correct collectively on the board.

Key

He plays football at the weekend.
We're doing an exercise at the moment.
She's going to watch TV tonight.
You've got brown eyes and black hair.
They walk to school every day.
I'd like a watch for my birthday.

Option

Explain the activity as in steps 1 and 2.

Give each pupil a card with a word or phrase. If you have more than 24 pupils in your class, put some in pairs, putting stronger pupils with weaker ones so that they can help them.

Each pupil writes their word onto even larger pieces of card or paper (A4).

Ask pupils to walk around to find their other sentence members to form correct sentences. Set a time limit of five or ten minutes. Circulate to monitor and help. If groups form correct sentences that are not included in the key, praise them and ask them to regroup with other members to form a correct sentence.

When all the pupils have found their sentences, they line up holding their cards in front of them for correction by the other members of the class. Encourage discussion about why certain combinations are correct or incorrect. If necessary, regroup your pupils into the six sentences in the key.

Collect the cards and proceed to step 3 above.

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Sentence jumble 1

brown eyes	and black hair.	football at	at the moment.
He	tonight.	an exercise	school
got	I'd like	They	a watch
to watch	walk to	the weekend.	doing
You've	for	TV	my birthday.
every day.	She's going	plays	We're

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PRIMARY READING BOX

2.14

Reading instructions



ACTIVITY TYPE
whole class and team TPR game, individual reading activity

READING FOCUS
reading instructions for detail

LANGUAGE FOCUS
imperatives

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
a copy of the *Reading instructions* worksheet per pupil and an extra copy of the worksheet for demonstration

Before class

Make a copy of the *Reading instructions* worksheet for each pupil. Make an extra copy of the *Reading instructions* worksheet for demonstration.

In class

1 Revise imperatives by playing an 'instructions' game with your class.

- **a** Give your class a series of simple instructions which they should do as a group, e.g. *Stand up. Sit down. Point to the door. Touch your nose.*
- **b** Extend the instructions above by introducing negative commands, e.g. *Don't sit down. Don't jump up and down. Don't hop.*
- **c** Mix the negative and positive imperatives, adding more verbs from the worksheet, e.g. *Shake hands with the person next to you. Don't touch the table with your nose. Write your name. Don't draw a picture.*
- **d** Make the game competitive by dividing the class into teams, with a maximum of seven in each team. Number the players from 1 to 7, and give each team a name. Give more instructions, but direct them at specific team members, e.g. *Number 1s, put your pencils on the chair. Number 3s, open your books. Number 4s, don't open your books.*
- **e** Give points to the team whose members do the instruction correctly and a bonus point to the team whose member does the action first. Keep the scores on the board.
- **f** Continue until you have revised all the instructions on the worksheet and ask pupils to sit down.

2 Give your pupils the worksheet and explain how the activity works. They must read the 20 instructions and do what they say. If they read the instructions carefully, they will realise that they should do only instructions 1, 7, 13 and 20. If some pupils start to do the other instructions, do not say anything, but wait until they have all finished.

3 When pupils have all finished, read through the instructions with the class to check comprehension.

Extension

Individually, pupils write five instructions.

When they have finished, they swap pieces of paper with a partner. They take it in turns to do each of the instructions their partner has written.

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I ♡ English





1 First read all the instructions very carefully.
2 Draw a picture of a monster with three hands, four arms and one leg.
3 Close your eyes.
4 Stand up.
5 Colour the monster blue.
6 Open your mouth.
7 Write "I like English".
8 Touch the table with your shoulder.
9 Put your books on the floor.
10 Point to something red.
11 Sharpen your pencil.
12 Jump up and down.
13 Put your pencil on the desk.
14 Sit down.
15 Shake hands with the child next to you.
16 Touch your nose with your knee.
17 Take your shoes off.
18 Write the time here: _____
19 Sing the song *Happy birthday to you*.
20 Do instructions 1, 7, 13 and 20. Don't do the others.



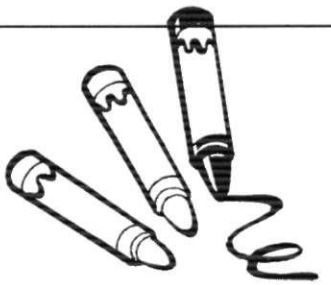
















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PRIMARY READING BOX

2.15

Maskman and the Sweet Pirate

ACTIVITY TYPE
individual matching activity

READING FOCUS
reading a comic story for gist and text organisation

LANGUAGE FOCUS
past simple
narrative

LEVEL
2

AGE RANGE
9–10

TIME
30 minutes

MATERIALS
an enlarged copy of the *Maskman and the Sweet Pirate* worksheet, card, colours, a copy of the *Maskman and the Sweet Pirate* worksheet per pupil

Before class

Make an enlarged copy of the *Maskman and the Sweet Pirate* worksheet, colour the pictures and stick them onto card to make nine flashcards. Make a copy of the *Maskman and the Sweet Pirate* worksheet for each pupil.

In class

1. Talk about your flashcards in the same order as on the worksheet. Hold up the first flashcard and say *This is Simon. He's reading a comic. It's his favourite Maskman comic.* Ask comprehension questions: *Who's this?* to elicit the response *(It's) Simon; What's he doing?* for the response *He's reading a comic; What's his favourite comic?* to elicit the response *(It's) his Maskman comic.*
2. Continue asking questions about the other flashcards to practise any vocabulary and structures which your pupils do not know.
3. Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence and look at the pictures. When the class have finished reading, point to the first picture and then to the texts. Say *He's running. Is this correct?* to elicit *No.* Say *He's watching TV. Is this correct?* to elicit *No.* Say *This is Simon. He's reading. Is this correct?* to elicit *Yes.* Repeat the procedure with the second picture: *Is this a hotel? Is it a factory? Is it a shoe factory?*
4. Ask pupils to match the texts with the pictures and write the appropriate letter next to the number.
5. Circulate to monitor and help.
6. The activity can be corrected individually by the teacher or collectively by asking pupils to read out the text in the correct order.

Note

At this point, it is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words and associate them with the correct illustration.

Key

1 i, 2 d, 3 h, 4 g, 5 a, 6 c, 7 f, 8 b, 9 e

Option

Pupils can cut out the texts and place them under the right pictures. They then stick the pictures and texts into their notebooks like a comic.

Extension

Ask pupils comprehension questions about the story, e.g.

Who was Maskman's enemy? (*The Sweet Pirate.*)

Has Maskman got a flying horse or a flying skateboard? (*A flying skateboard.*)

Where did Maskman find the Sweet Pirate? (*On his boat on the river.*)

You can extend this into a team game. Divide the class into teams of five. Then ask questions about the comic strip for them to answer. Give points for correct answers.

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Maskman and the Sweet Pirate

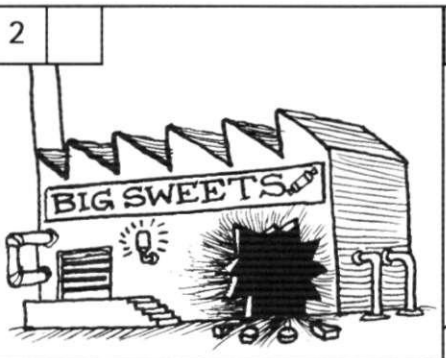
Put the text with the correct pictures.

1 i



a This wasn't the Sweet Pirate's first robbery. He was famous for the Great Lollipop Raid.

2



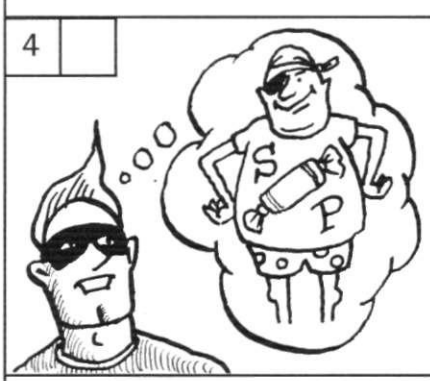
b Maskman asked for the sweets, but the Sweet Pirate didn't want to give them back.

3



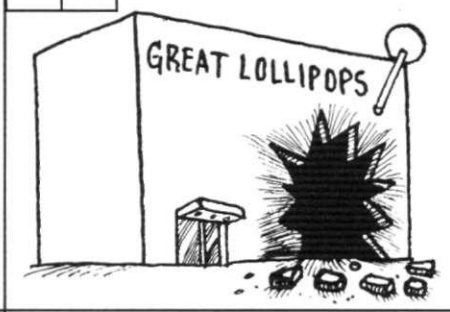
c Maskman started looking for the Sweet Pirate. He rode around the city on his flying skateboard.

4



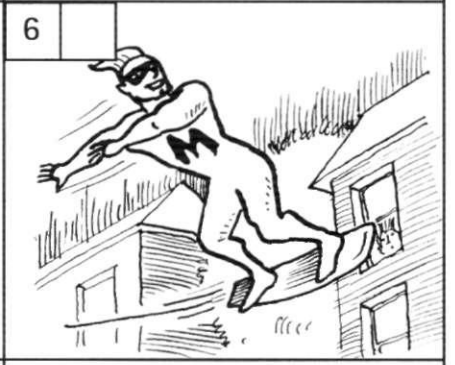
d There was trouble in Sweetsville because of the robbery at the Big Sweets factory.

5



e He had no choice. Maskman threw all three in the water before phoning the police to tell them the story.

6



f Finally, he found him on a boat on the river. The Sweet Pirate was with two bodyguards.

7



g Maskman thought the robber was his enemy, the Sweet Pirate.

8



h The police couldn't find the robbers. It was a difficult case and it was only two days before the Big Sweet Festival.

9



i Simon's reading his favourite Maskman comic.

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PRIMARY READING BOX

2.16

Trevor Troll

ACTIVITY TYPE
individual reading and colouring

READING FOCUS
reading comprehension of a text

LANGUAGE FOCUS
language of physical description
adjectives: *short, fat, big, small, strong, hairy, dirty, good-looking, happy*

LEVEL
2

AGE RANGE
9–10

TIME
40 minutes

MATERIALS
a copy of both the *Trevor Troll* worksheets per pupil, crayons

Before class

Make a copy of both the *Trevor Troll* worksheets for each pupil.

In class

1 Revise language of physical description by drawing a simple figure on the board and asking pupils to come up and label it. Check comprehension of the adjectives listed in the Language focus. You can do this using flashcards, simple drawings and/or gestures.

2 Explain the object of the activity. Pupils must read the text and colour the picture of Trevor.

3 Give pupils a copy of the *Trevor Troll* worksheet 1 and ask them to read the text and colour the picture.

4 Explain activity 1 on worksheet 2 by example. Write the following sentences on the board:

Trevor's tall. ✗ ✓

Trevor's short. ✗ ✓

Say to pupils *Trevor's tall. Is this true or false?* to elicit *False* and circle the cross (✗). Then say *Trevor's short. Is this true or false?* to elicit *True* and circle the tick (✓).

5 Give pupils a copy of the *Trevor Troll* worksheet 2 and ask them to do the first activity.

6 Circulate to monitor and help.

7 Correct orally.

Key

1 false 2 true 3 false 4 false 5 true 6 true 7 true 8 false 9 false 10 true 11 false 12 false 13 false 14 true

8 Pupils do activity 2, correcting the false sentences in their notebooks, as in the example.

9 Correct collectively and write the solutions on the board.

Key

1 No, he isn't. He's fat and green.
3 No, they aren't. They're big and orange.
4 No, he hasn't. He's got small yellow teeth.
8 No, they aren't. They're enormous.
9 No, they aren't. They're very dirty.
11 No, it isn't. It's today.
12 No, he hasn't. He's got a pink cake.
13 No, he isn't.

Extension

Pupils draw their own monsters in their notebooks, and then write five true or false sentences similar to worksheet 2 activity 1. In pairs, they swap notebooks and respond to the true/false sentences which their partner has written. Circulate to monitor, offer suggestions and correct where necessary.

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Trevor Troll (1)

Read and colour.

This is Trevor Troll. He's short, fat and green. He's got purple hair and big orange eyes. His mouth is really big, but his teeth are small and yellow. He's got strong hairy arms with a tattoo of a red heart with the word 'Mummy' under it. He's got short legs and enormous feet. His toes are hairy and very dirty – so they're black. Trevor's nose and ears are really big and hairy too.

Today is his birthday and he's wearing his orange and black leopard-skin tunic. His cake is pink.

He isn't good-looking, but he's happy.



troll



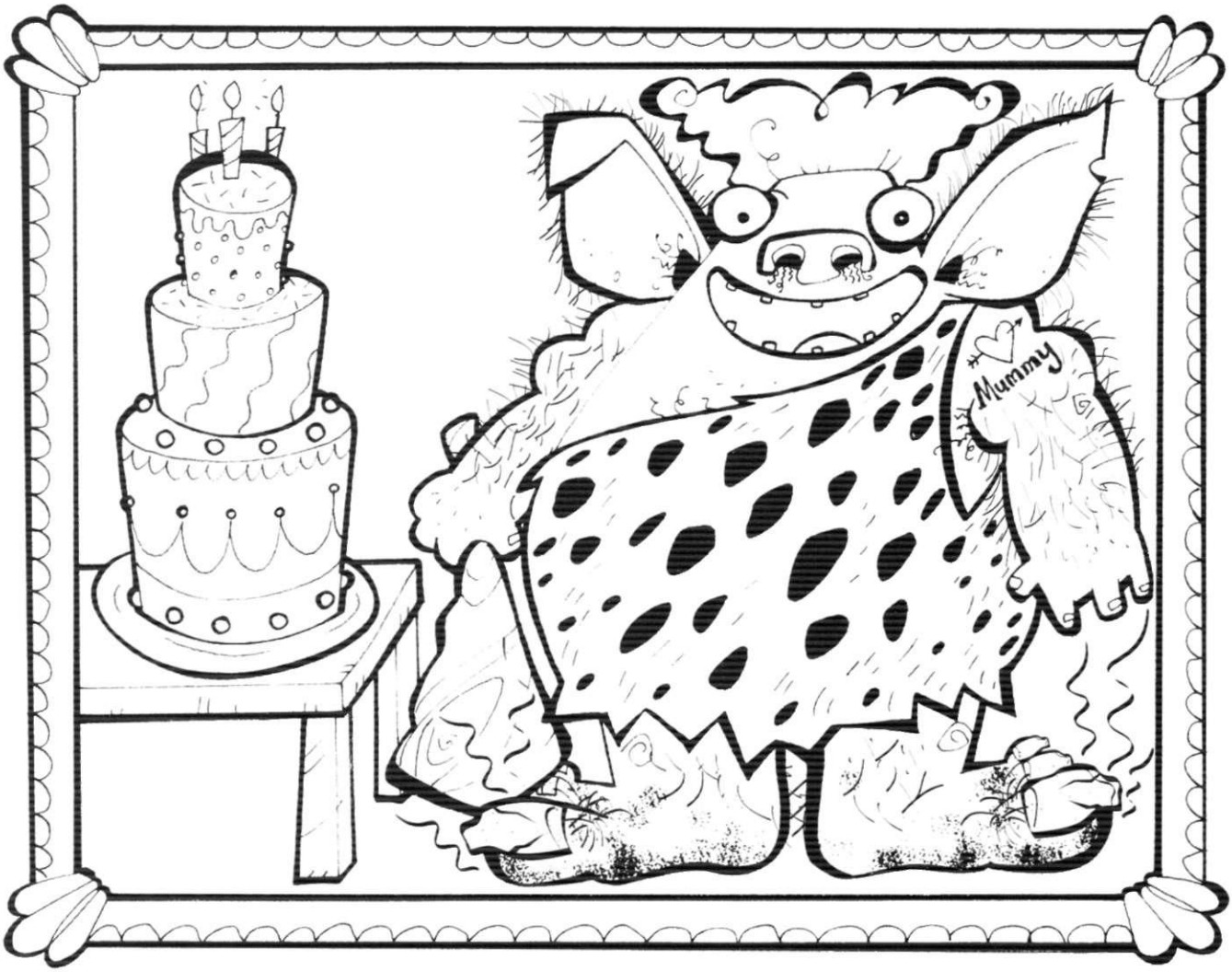
tattoo



tunic



heart



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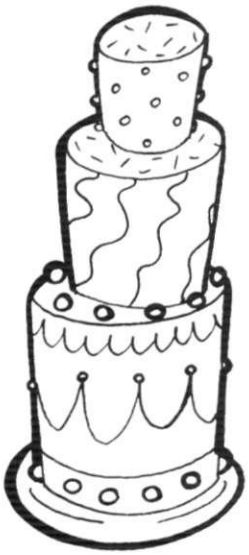
Trevor Troll (2)

1 Are these sentences **true** (✓) or **false** (✗)? Circle the correct answer.

Example:

		✗	✓
	Trevor's tall.	✗	✓
1	Trevor's thin and green.	✗	✓
2	He's got purple hair.	✗	✓
3	His eyes are small and orange.	✗	✓
4	He's got small green teeth.	✗	✓
5	His arms are strong and hairy.	✗	✓
6	He's got a tattoo of a red heart.	✗	✓
7	Trevor loves his mum.	✗	✓
8	Trevor's feet are small.	✗	✓
9	Trevor's toes are very clean.	✗	✓
10	He's wearing a leopard-skin tunic.	✗	✓
11	It's Trevor's birthday tomorrow.	✗	✓
12	He's got an enormous blue cake.	✗	✓
13	Trevor's good-looking.	✗	✓
14	Trevor's a happy troll.	✗	✓



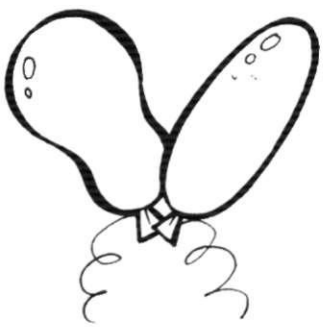


2 Correct the false sentences.

Example:

Trevor's tall. No, he isn't. He's short.







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PRIMARY READING BOX

Riddle-me-read

ACTIVITY TYPE
small group game, individual riddle (puzzle)

READING FOCUS
reading to solve riddles

LANGUAGE FOCUS
months, seasons, ordinal numbers

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of the *Riddle-me-read* worksheet per pupil

Before class

Make a copy of the *Riddle-me-read* worksheet for each pupil.

In class

1 Pre-teach or revise key vocabulary from the worksheet with flashcards and realia.

2 Revise months and ordinal numbers by playing a team quiz game. Call out questions, e.g. *How many months are there in a year?* (*Twelve.*) *Which season comes after winter?* (*Spring.*) *Which is the second month of the year?* (*February.*) *Which is the fifth month of the year?* (*May.*) *How many seasons are there in a year?* (*Four.*) *Which season comes before autumn?* (*Summer.*)

3 This is a simplified version of an English riddle. Explain that a 'riddle' is a kind of poem or rhyme with a secret message. They have to read the message to find the answer.

4 Ask the class to look at the board.
- **a** Write 'I'm first in "look", but not in "see".'
- **b** Explain that they are looking for the first letter of the answer. They have to look at the ordinal number, 'first', and take that letter from the word.
- **c** Repeat *I'm first in 'look'* and wait for pupils to offer suggestions.
- **d** Explain that 'l' is the first letter in 'look', so the first letter of the answer is 'l'. Write this up on the board.
- **e** Write up the rest of the riddle, line by line, and wait for pupils to make suggestions. Write each correct letter on the board as you go, so that they spell out the answer.
  'I'm first in "look", but not in "see". (l)
  I'm second in "he", and also in "me". (e)
  I'm third in "egg", but not in "chick". (g)
  It's a part of the body. We use it to kick. (leg)'
- **f** Point out that the last lines of a riddle usually give a definition of the word.

5 Give out the worksheets. Pupils read the first riddle and work out the answer. Circulate to monitor and prompt.

6 Check the first riddle collectively. Individual pupils read the rhyme out line by line for another pupil to say the letter. Write these on the board to spell the answer.

7 Ask pupils to work out the second riddle and check this in the same way as the first.

Key

1 May 2 Spring

Extension

You could write another riddle together, e.g. for the word 'March'. Write these prompts on the board: 'First/mother/mum Second/came/come Third/garden/park Fourth/black/dark Fifth/coach/plane This is a ... of sun, clouds and ... '

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Riddle-me-read



I'm first in 'me'
And also in 'my'. (_____)
I'm second in 'ear',
But not in 'eye'. (_____)
I'm last in 'play'. (_____)
It's easy, my dear.
These three letters
Spell a month of the year.



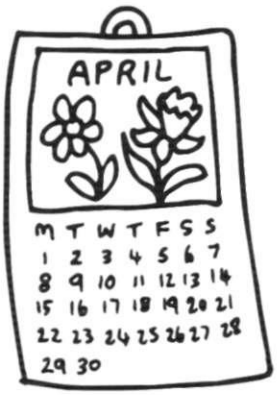




Answer: _____



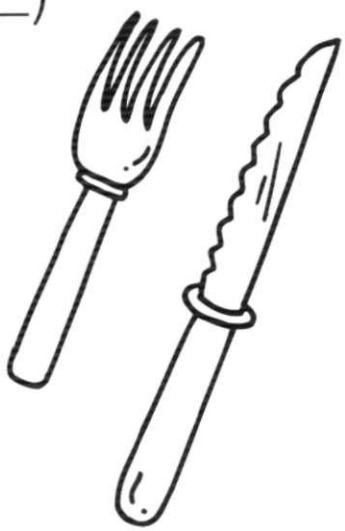
I'm first in 'sun',
It shines all day. (_____)
I'm second in 'April',
I'm in 'jump' and 'play'. (_____)
I'm third in 'car',
And I'm also in 'drive'. (_____)
I'm fourth in 'train',
Quick to arrive. (_____)
I'm fifth in 'spoon',
Not in 'fork', but in 'knife'. (_____)
I'm sixth in 'living',
But not in 'life'. (_____)
As you can see,
Here's a rhyme with reason.
Look very hard
And you may find a season.











Answer: _____

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Opposites jigsaw 2

PRIMARY READING BOX

ACTIVITY TYPE
team game and pairwork matching puzzle

READING FOCUS
word recognition

LANGUAGE FOCUS
opposites: adjectives and verbs (see key)

LEVEL
3

AGE RANGE
11–12

TIME
20 minutes (per jigsaw)

MATERIALS
an enlarged copy of the *Opposites jigsaw 2* worksheet, one copy of the *Opposites jigsaw 2* worksheet per pupil, a glass of water, a paper towel, scissors, glue (optional)

Before class

Make an enlarged copy of the *Opposites jigsaw 2* worksheet and cut it into 16 square pieces (keeping the two different jigsaws separate) and make a copy of the *Opposites jigsaw 2* worksheet for each pupil and cut these in half.

In class

1. Revise or pre-teach the adjectives from the first jigsaw with flashcards and realia, or by miming the words.
2. Dip a finger in the glass of water, hold it up and say *Wet. My finger's wet.* Dry your finger on the paper towel and say *Dry. My finger's dry.* Hold up your finger and say *Is my finger wet or dry?* to elicit *It's dry.*
3. Stand facing the class (or ask a pupil to do so), saying *Front*, and turn your back on the class, saying *Back*. Do this a few times and then introduce the concept of 'opposite'. Face the class and say *Wet*. Turn with your back to the class and ask *What's the opposite of 'wet'?* to elicit *Dry*. Test individual pupils at random by asking the question with different adjectives that they know and with those in the activity.
4. Play a team quiz game. Divide the class into small groups of three to four pupils to form teams. Call out the questions using adjectives from the activity (see key), either for teams to take it in turns to answer aloud, or for each team to write down the answer on a piece of paper, e.g.
   What's the opposite of 'quiet'? (*Noisy.*)
   What's the opposite of 'expensive'? (*Cheap.*)
5. Take the enlarged jigsaw pieces from the first puzzle and put them on the board with sticky tack. Show pupils that the shaded edge goes on the outside. Take a piece and read one of the words aloud, e.g. *Safe*. Try matching words from the other pieces, putting them next to 'safe' and saying them aloud each time: *Safe–boring, safe–rich*, etc. Continue until pupils match 'safe–dangerous'. Remove the puzzle pieces from the board.
6. Give out the first half of the worksheet – 1 Adjectives. Pupils cut it up.
7. Pairs of pupils work together to match the opposite adjectives and complete their jigsaws.
8. Circulate to monitor and help.
9. Correct collectively. Pupils can call out the opposite adjectives as you or another pupil completes the enlarged jigsaw on the board.
10. Pupils can stick the corrected jigsaw into their notebooks.
11. Depending on time, the second jigsaw (2 Verbs) can be done in the same class or a later one. For pre-teaching or revising, repeat the above procedures, substituting the vocabulary for that in the second puzzle.

Key

Adjectives: clever, stupid, hard, soft, safe, dangerous, wet, dry, empty, full, interesting, boring, cheap, expensive, rich, poor, high, low, quiet, noisy
Verbs: love, hate, push, pull, whisper, shout, leave, arrive, start, finish, remember, forget, take, bring, lose, find, buy, sell, come in, go out

Extension

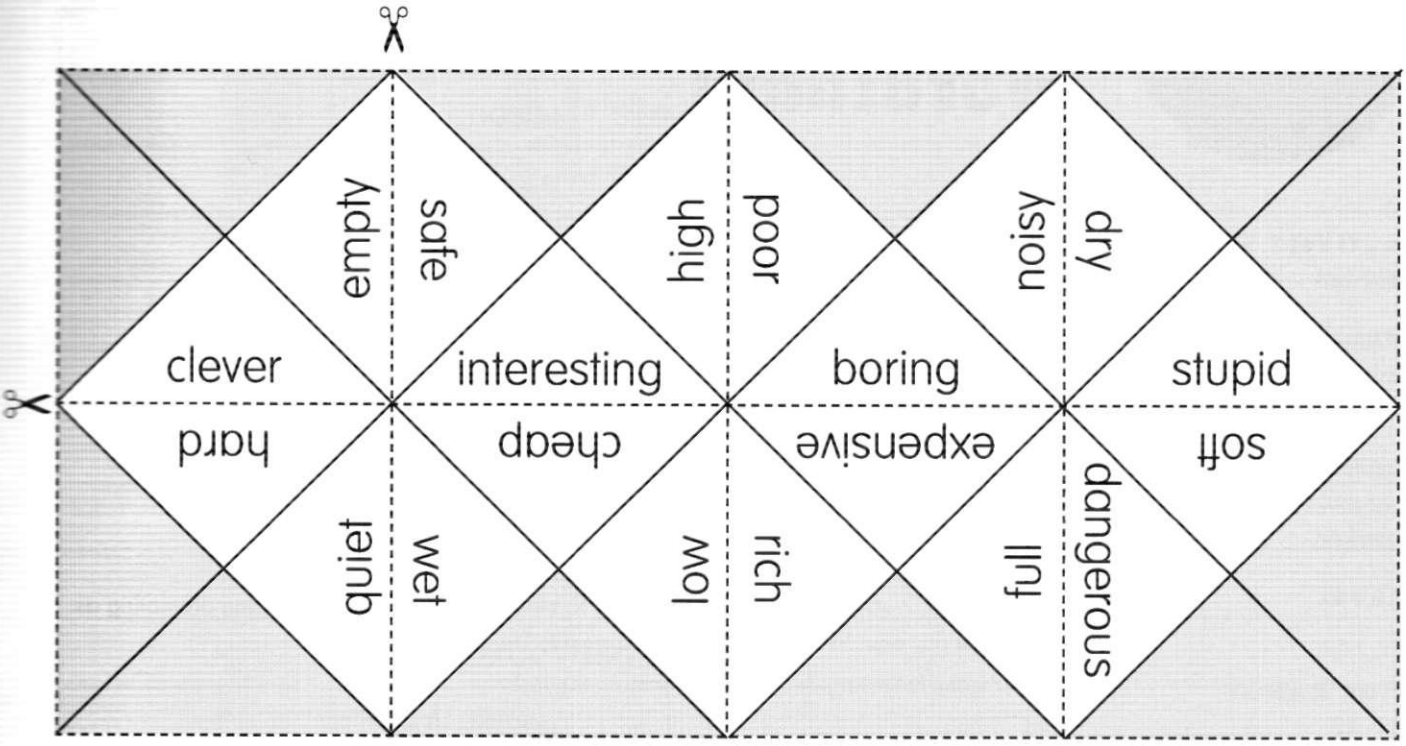
Pupils make lists of opposites to make up another jigsaw.

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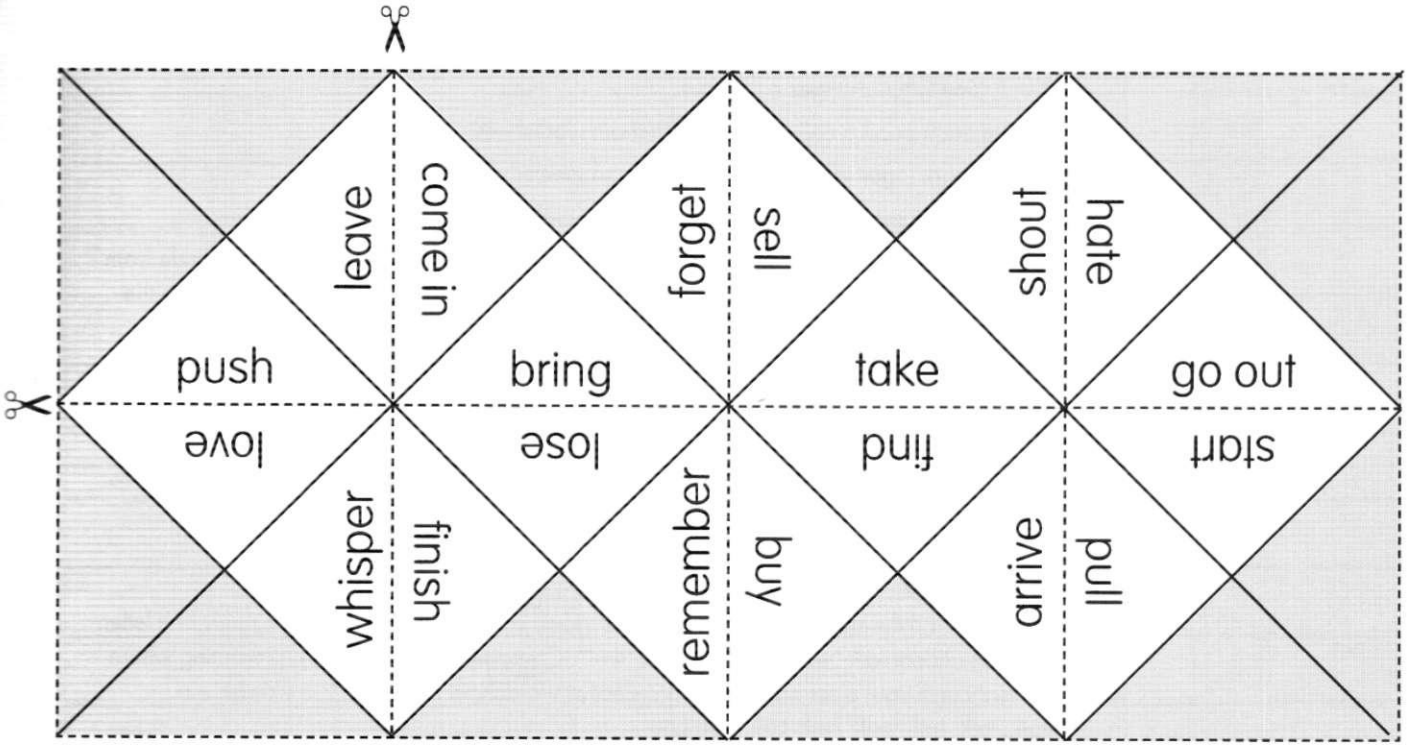
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Opposites jigsaw 2

1 Adjectives



2 Verbs



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Wordchain

PRIMARY READING BOX

ACTIVITY TYPE
pairwork vocabulary puzzle

READING FOCUS
extracting meaning from sentences

LANGUAGE FOCUS
vocabulary and definitions (see key)

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of the *Wordchain* worksheet per pupil

Before class

Make a copy of the *Wordchain* worksheet for each pupil.

In class

1 Pre-teach the vocabulary that pupils are not familiar with (see key).

2 Explain the task by example.
Write the following definition on the board:

	It has two wheels. You ride it.

Say *This is a definition. What's the word?* to elicit *Bike*. They may need some prompting as it is the first one. Write 'bike' in the box next to the definition.

Write the following definition underneath the first:

	The opposite of hate/dislike.

to elicit *Like*, which you write in the box to the left of the definition.

Continue with:

	I ... in a house.

to elicit *Live*, which you write in the box to the left of the definition.

3 Point out to pupils the progression from 'bike', to 'like', to 'live', emphasising the fact that only one letter changes each time.

4 Give each pupil a copy of the *Wordchain* worksheet.

5 Pairs work together to complete their worksheets.

6 Circulate to monitor, but do not tell them answers – rather prompt and suggest.

7 If pupils have problems, indicate that they do not necessarily need to do the puzzle from 'past' to 'vote', but that they can also start from 'vote' and work up, or even start in the middle if they are sure about a definition.

8 Pupils correct their answers in small groups, and then collectively.

Key

Past, fast, last, lost, lose, love, live, like, bike, bite, bits, sits, site, side, ride, rode, rose, rise, rice, mice, mine, nine, none, nose, note, vote

Extension

Write 'walk' on the board. Ask your class to suggest another word by changing only one letter. Write this underneath 'walk', e.g. 'talk' or 'wall'. Continue in the same way, prompting where necessary until your class have made a collective wordchain (minimum five words). e.g.
'walk, talk, tall, wall, ball, bill, bell, belt'
'walk, wall, well, sell, seal, seat, meat'

Ask the class to suggest definitions for each word. Write these on the board.

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Wordchain

Write the words. Change one letter every time.

past	The opposite of 'future'.
	The opposite of 'slow'.
	The opposite of 'first'.
	The past of 'lose'.
	The opposite of 'win'.
	The opposite of 'hate'.
	The opposite of 'die'.
	Be fond of.
	It's short for 'bicycle'.
	A dangerous dog can do this.
	Small pieces.
	He doesn't stand. He ...
	A place.
	Not at the front or the back. At the ...
	You do this on a horse.
	The past of 'ride'.
	A flower.
	Go up.
	Something we eat.
	The plural of 'mouse'.
	That's my CD. It's ...
	A number.
	Not any.
	We smell with this.
	A short letter.
vote	Elect a new parliament.

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PRIMARY READING BOX

Banana ice cream

ACTIVITY TYPE
pairwork jumbled reading

READING FOCUS
reading comprehension of a recipe and text organisation

LANGUAGE FOCUS
recipe
imperatives
sequencers

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of the *Banana ice cream* worksheet per pupil

Before class

Make a copy of the *Banana ice cream* worksheet for each pupil.

In class

1. Arrange the class in pairs and give pupils a copy of the worksheet.
2. Draw pupils' attention to the pictures at the top of the worksheet and ask them to find the words in the text, using the letter spaces under each picture to help them. They look for the three verbs and two nouns.
3. Correct collectively, writing the answers on the board (see key).
4. Ask pupils to look at the recipe again and tell them that it is not in the correct order. Pupils work in pairs to put the text in the correct order.
5. Circulate to monitor and help.
6. Pupils first compare their answers in groups; then they correct the activity collectively. Ask pupils to read out the text in the correct order. Explain any vocabulary they do not know.

Key

Verbs: blend, mix, whip
Nouns: fridge, freezer
The correct order is: 6, 5, 3, 8, 1, 2, 7, 4

7. Encourage them to try the ice cream recipe at home if they can. (The bananas can be substituted for other fruit.)

Extension

Draw your pupils' attention to the sequencing words, which help them to put the text into order. Ask them to underline 'time' words. Pupils dictate these for you to write on the board: *First, then, while, finally, after three hours, for about another three hours, one hour before.*

Ask pupils to choose a topic that they can write the instructions for. This can be a recipe, or some other simple activity, from sharpening a pencil to washing your hair. Do an example text on the board, e.g. 'How to watch a video'. Pupils dictate the instructions for you to write. Tell them to use the sequencers from the text.

Pupils write a similar text in pairs.

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Banana ice cream

Read the text and find these **verbs**.



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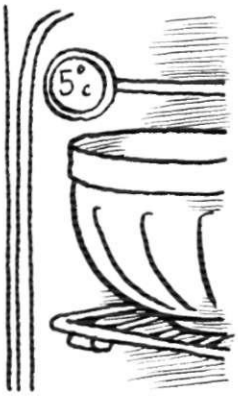


_ _ x



_ _ _ _ _

Read the text and find these **nouns**.



_ r _ _ _ _ _



_ _ _ _ _ z _ _

Read the recipe and number the instructions in the correct order 1 to 8.

Ingredients

sugar

250 ml cream

$\frac{1}{2}$ kg bananas

☐ After three hours, take the ice cream mixture out of the freezer and mix it again.

☐ Put the ice cream mixture into a plastic container and put this into the freezer.

☐ To make the fruit mixture, blend the bananas with the sugar.

☐ Finally, take the ice cream out of the freezer and put it into the fridge one hour before you want to eat it.

☐ First whip the cream and put it into the fridge to cool.

☐ Then, while the whipped cream cools, make the fruit mixture.

☐ Put the ice cream mixture back in the freezer for about another three hours until solid.

☐ Then take the cool whipped cream from the fridge and mix it with the blended bananas and sugar.

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Only joking!

PRIMARY READING BOX

ACTIVITY TYPE
pair matching activity

READING FOCUS
reading comprehension of jokes

LANGUAGE FOCUS
jokes
superlatives
letters of the alphabet

LEVEL
3

AGE RANGE
11–12

TIME
20 minutes

MATERIALS
a copy of the *Only joking!* worksheet per pupil

Before class

Make a copy of the *Only joking!* worksheet for each pupil. You can make the activity shorter by leaving out some jokes, if you wish.

In class

1 Explain the object of the activity by example.
- **a** Write the following joke on the board:
  'When is it bad luck if a cat's following you?'
- **b** Write a number of possible combinations on the other side of the board, e.g.
  'On Fridays', 'Because you're small', 'When you're a mouse', 'Big dogs chase cats'.
  Elicit the correct combination from pupils (*When you're a mouse*).
- **c** Write another example on the board:
  'What comes in the middle of March?'
  Give more possible combinations, e.g.
  'September', 'The summer holidays', 'The letter r'.
  Elicit the correct answer (*The letter 'r'*). Draw pupils' attention to the word 'March' and count the first three letters. Count the last three letters and circle the letter 'r', so pupils have a clear visual image of the joke.
  Show pupils how to look for a logical connection between questions and answers, e.g. parts of speech ('Why?'–'Because', etc.) or related vocabulary or ideas, e.g. 'cat'–'mouse', 'umbrella'–'rain'.

2 Give each pupil a copy of the worksheet. Pupils read the jokes in silence for a few minutes to familiarise themselves with their contents.

3 Pupils cut the worksheet into 24 cards and put them face up on the desk.

4 Divide the class into pairs. Pairs work together to match the two parts of the jokes.

5 Circulate to monitor and help. Try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest. It is important not to correct their sentences or offer too much help until they have completed all 12 jokes.

6 Correct collectively. Pupils read out jokes for others to check their combinations.

Key

1 Which part of a dog smells best? Its nose.
2 What is at the centre of gravity? The letter 'v'.
3 From which five-letter word can you take two letters and have only one left? Stone.
4 What comes after the letter 'a'? The rest of the alphabet.
5 What did one eye say to the other? There's something between us that smells.
6 When can a car drive over water? When it's on a bridge.
7 Why did the boy throw the butter out of the window? Because he wanted to see the butterfly.
8 Which month has twenty-eight days? They all have.
9 Why is the letter 'e' lazy? Because it's always in bed.
10 What's the best way to eat spaghetti? Put it in your mouth.
11 What's the hardest thing about learning to skate? The ground.
12 Where does Saturday come before Thursday? In a dictionary.

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Only joking!

Cut out and connect the boxes.

1 Which part of a dog smells best?
2 What is at the centre of gravity?
3 From which five-letter word can you take two letters and have only one left?
4 What comes after the letter 'a'?
5 What did one eye say to the other?
6 When can a car drive over water?
7 Why did the boy throw the butter out of the window?
8 Which month has twenty-eight days?
9 Why is the letter 'e' lazy?
10 What's the best way to eat spaghetti?
11 What's the hardest thing about learning to skate?
12 Where does Saturday come before Thursday?
There's something between us that smells.
Stone.
They all have.
The letter 'v'.
The ground.
Because it's always in bed.
In a dictionary.
The rest of the alphabet.
Because he wanted to see the butterfly.
Put it in your mouth.
Its nose.
When it's on a bridge.

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PRIMARY READING BOX

Animal magic

ACTIVITY TYPE
individual cloze reading activity (pairwork and writing extension)

READING FOCUS
cloze reading and reading for gist

LANGUAGE FOCUS
magazine article
pets
comparatives
superlatives

LEVEL
3

AGE RANGE
11–12

TIME
40 minutes

MATERIALS
a copy of the *Animal magic* worksheet per pupil

Before class

Make an enlarged copy of the *Animal magic* worksheet. Make a copy of the *Animal magic* worksheet for each pupil.

In class

1. Introduce the topic by asking your pupils questions about pets, and then asking them to ask each other *(Ask Claudia, Ask Daniel): What pets are popular in this country? How many pupils have got pets? Have you got a pet? What is it? What's its name? What does it eat?*
2. Write these pre-reading questions on the board:
   'What dogs do people like?'
   'Where did they ask children the questions?'
   'What pet has John got?'
3. Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence and answer the questions on the board in their notebooks.
4. When they have finished answering the questions, ask them to compare in pairs and then correct as a whole class.
5. Draw pupils' attention to the box of words at the top of the worksheet. Check that they understand the vocabulary and, if not, explain it. Tell them that they must use these words to complete the text by putting them in the spaces.
6. Pupils first correct in pairs, and then collectively – individual children reading the text out to the class.
7. Once the activity has been corrected, ask pupils to underline any vocabulary they do not know. Write their words on the board and work together to explain the words (or in a monolingual class, translate to their first language, if you prefer). Pupils can then decide collectively which are the most important words and copy them into their notebooks.

Note

It is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words from the context. It is, however, a useful way of learning vocabulary in context.

Key

Pet, dog, Britain, need, food, unusual, because, walk, years, eats, called, kitten, mum, can't

Extension 1

Ask pupils to write five questions about the text (with answers in brackets). In pairs, they then ask and answer the questions they have written down.

Extension 2

Pupils write an article about a real or imaginary pet. They can use the texts on the worksheet as models. If necessary, write an example text on the board, following the suggestions of the class.

Circulate to help with new vocabulary, and correct.

In a later class, pupils can work in small groups to make a magazine using their 'articles'.

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Put these words into the spaces in the magazine article.

walk	can't	need	years	kitten	food	mum
unusual	eats	because	called	pet ✓	Britain	dog

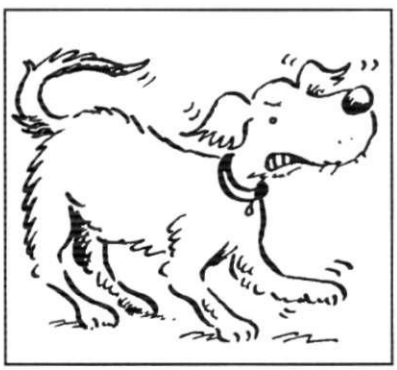
The Mag

What is a pet ?

People normally think of a dog or a cat when someone asks about their pets. In fact, the _____ is the most popular pet in _____, as there are more than four million dogs.

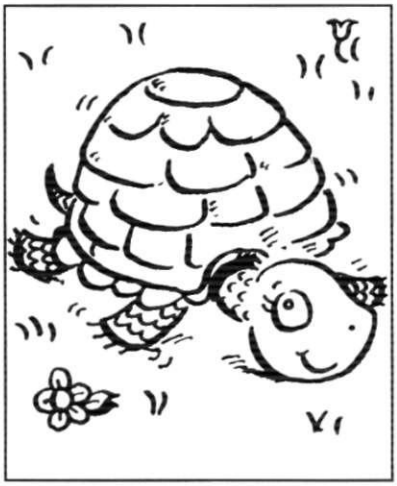


There are lots of different kinds of dogs. Some people have big fierce dogs like Alsatians as guard dogs. Others prefer small dogs that don't _____ as much space or eat as much _____.



But a lot of people have more _____ pets. We asked some pupils from Class 3 Pips Kweek Primary School about their pets and this is what they told us.

Frankie

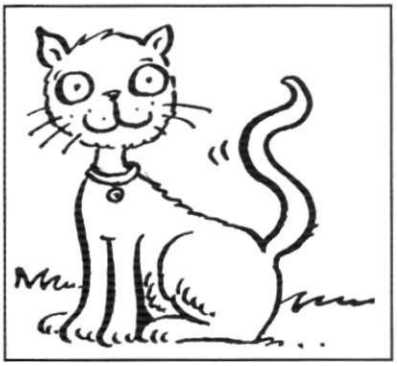


Frankie's got a tortoise which he says is a quiet, peaceful animal. 'I like my tortoise _____ it's not always barking and I don't have to take it for a _____.'

Jane

Jane's favourite pet is a python snake. 'I've had my snake for three _____ now and I really love it. It _____ quite a lot, but I don't mind. It's more fun than a cat.'

John



He's got a cat, but really wants something more exciting. 'My cat is _____ Fluffy and I've had it for six years, since it was a _____. I like Fluffy, but what I really want is a tarantula spider. My _____ and dad say I _____ have one, but I don't understand why!'

What kind of pet do you want to have? Write to us and tell us all about it.

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What's in a word?

PRIMARY READING BOX



ACTIVITY TYPE
small groups game, quiz

READING FOCUS
reading comprehension of questions

LANGUAGE FOCUS
general knowledge questions and answers

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of both of the *What's in a word?* worksheets and a piece of blank paper per small group

Before class

Make a copy of both of the *What's in a word?* worksheets for each small group (three to six pupils).

In class

1 Arrange the class in small groups (maximum six pupils, in two teams of three).

2 Explain the rules. This can be done by example.
   - **a** Select a group and divide them into two teams: A and B.
   - **b** Draw the following on the board:

b	h	t
r	a	s
f	w	c

   - **c** Explain that they must answer questions to 'get' a letter. The winner is the first team to get three letters in a straight line (in the same way as the traditional game 'Noughts and crosses'). Each team chooses either a pen or a pencil with which to circle the letters they win.
   - **d** Ask team A to choose a letter from the square. Take the question sheet B and ask team A a question for the letter they have chosen, e.g. If they choose 'c', ask them *What 'c' are you in now?* to elicit the answer *Classroom*.
   - **e** If they answer correctly, they circle the letter 'c' with a pencil.
   - **f** If they answer incorrectly, ask team B a question for the letter 'c', this time using question sheet A.
   - **g** If they answer correctly, they circle the letter 'c' with a pen.
   - **h** Continue until one of the two teams gets a correct answer. If after four questions each they have not got the answer, erase the letter and leave it blank.
   - **i** Ask team B to choose a letter and ask them their question, using the A question sheet.
   - **j** Continue as above, asking questions for the teams to answer to get their letter squares. The winner is either:
     - the first team to get three letters in a straight line, e.g. b, a, c; t, s, c; or r, a, s

     or:
     - the team with most letters when the square has been completed.

3 Teach or revise some essential phrases beforehand, e.g. *Whose turn is it? It's our turn. What's your answer? Can you repeat that? You're the winner.*

4 Give each group their worksheets: worksheet A for team A and worksheet B for team B. Ask them to copy the letter square onto a piece of paper.

5 Pupils play the game in groups. Circulate to monitor and help.

6 Once groups finish, they can play again, either using the same letters, or replacing three of the letters with another three from the worksheet (a, b, c, d, f, g, h, p, r, s, t, w).

Extension

In pairs, pupils make up more questions to use in another class.

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What's in a word?

A

What 'a' do you give when someone asks you a question? (Answer.) What 'a' is the fourth month? (April.) What 'a' comes between summer and winter? (Autumn.) What 'a' are between your hands and your shoulders? (Arms.)	What 'b' comes after 'Happy' or before 'party'? (Birthday.) What 'b' is something you read? (Book.) What 'b' do you ride that has two wheels? (Bicycle.) What 'b' do you eat in the morning? (Breakfast.)
What 'c' is the yellow food that mice eat? (Cheese.) What 'c' are boys and girls? (Children.) What 'c' is the opposite of 'dirty'? (Clean.) What 'c' is a piece of furniture you sit on? (Chair.)	What 'd' has got 24 hours? (Day.) What 'd' is similar to a horse, but with longer ears? (Donkey.) What 'd' works in a hospital? (Doctor.) What 'd' do you do when you're thirsty? (Drink.)
What 'f' is where you can find cows, pigs and sheep? (Farm.) What 'f' is a day of the week? (Friday.) What 'f' is the opposite of 'near'? (Far.) What 'f' do birds and planes do? (Fly.)	What 'g' is your mother or father's mother? (Grandmother.) What 'g' is the tallest animal? (Giraffe.) What 'g' are windows made of? (Glass.) What 'g' is the simple past of 'give'? (Gave.)
What 'h' can you wear on your head? (Hat.) What 'h' have you got when you don't have school? (Holiday.) What 'h' do doctors and nurses work in? (Hospital.) What 'h' are you when you need to eat something? (Hungry.)	What 'p' is the plural of 'person'? (People.) What 'p' do you put on when you go to sleep? (Pyjamas.) What 'p' is a young dog? (Puppy.) What 'p' is typical Italian food, and is round? (Pizza.)
What 'r' is the ingredients and instructions for cooking something? (Recipe.) What 'r' is a person who has a lot of money? (Rich.) What 'r' are circles, coins and wheels? (Round.) What 'r' has long ears and eats carrots? (Rabbit.)	What 's' is where you go to learn? (School.) What 's' is round and yellow and you can see in the sky? (Sun.) What 's' is the day before Sunday? (Saturday.) What 's' means the same as 'begin'? (Start.)
What 't' do you wear in summer with shorts? (T-shirt.) What 't' are white and you use to eat with? (Teeth.) What 't' is 11 + 1? (Twelve.) What 't' is a red fruit, often used in salads? (Tomato.)	What 'w' is the simple past of 'are'? (Were.) What 'w' can you describe as 'hot', 'sunny', 'windy' or 'cold'? (Weather.) What 'w' is seven days? (Week.) What 'w' is to travel on foot? (Walk.)

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B

What 'a' can you fly in? (Aeroplane.) What 'a' is the name and number of the place where you live? (Address.) What 'a' comes before September? (August) What 'a' is a red or green fruit? (Apple.)	What 'b' is your parents' son? (Brother.) What 'b' is the room where you sleep? (Bedroom.) What 'b' mixed with white gives grey? (Black.) What 'b' is a young man? (Boy.)
What 'c' do you do with scissors? (Cut.) What 'c' are you in now? (Classroom.) What 'c' are trousers, a shirt and a dress? (Clothes.) What 'c' is an animal and a type of food? (Chicken.)	What 'd' is where you go to dance? (Disco.) What 'd' is a country in Europe? (Denmark.) What 'd' is a bird that likes swimming? (Duck.) What 'd' is your son's sister? (Daughter.)
What 'f' is 40 + 10? (Fifty.) What 'f' do we watch in the cinema? (Film.) What 'f' is the shortest month? (February.) What 'f' do we put socks on? (Feet.)	What 'g' is used to stick things? (Glue.) What 'g' is the opposite of 'Hello'? (Goodbye.) What 'g' is a sport that involves jumping and climbing? (Gymnastics.) What 'g' is a place to keep a car? (Garage.)
What 'h' is an animal you can ride? (Horse.) What 'h' is the part of the body above your shoulders? (Head.) What 'h' are the exercises you do in your house for school? (Homework.) What 'h' is a building people live in? (House.)	What 'p' is a green fruit? (Pear.) What 'p' is a black and white animal that eats bamboo? (Panda.) What 'p' can you write with, but not rub out? (Pen.) What 'p' is a bird that repeats what you say? (Parrot.)
What 'r' can you listen to music on? (Radio.) What 'r' is the water that falls from clouds? (Rain.) What 'r' do you do with a book? (Read.) What 'r' is an action, similar to 'walk', but faster? (Run.)	What 's' are volleyball, basketball and swimming? (Sports.) What 's' do you do when you go to bed? (Sleep.) What 's' do you cut paper with? (Scissors.) What 's' comes before summer? (Spring.)
What 't' do monkeys climb? (Tree.) What 't' is an elephant's nose? (Trunk.) What 't' is the day of the week before Wednesday? (Tuesday.) What 't' have you got five of on each foot? (Toes.)	What 'w' is the opposite of 'dry'? (Wet.) What 'w' is a day of the week? (Wednesday.) What 'w' means to clean with water and soap? (Wash.) What 'w' is the piece of furniture where you keep your clothes? (Wardrobe.)

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PRIMARY READING BOX

3.8

Li Sun

ACTIVITY TYPE
individual sequencing activity and pairwork puzzle

READING FOCUS
reading comprehension of a text

LANGUAGE FOCUS
sequencing

text ordering

LEVEL
3

AGE RANGE
11–12

TIME
50 minutes

MATERIALS
one copy of the *Li Sun* worksheet 1 per pupil and one copy of worksheet 2 per pair, scissors

Before class

Make a copy of the *Li Sun* worksheet 1 for each pupil and one copy of worksheet 2 for each pair.

In class

1 Give pupils a copy of the first worksheet. Tell them to fold the text under so that they can see only the pictures. Talk about the pictures and ask questions to pre-teach or practise any vocabulary as appropriate. Check their understanding of linking words (*then, while, before*) by example.
I get up. Then I get dressed. Then I have breakfast. Then I go to school.
Don't talk while I'm talking.
I always clean my teeth before I go to bed.

2 Ask pupils to read the text and put the pictures in order by writing the correct letters. Encourage pupils to guess or to underline the words they are not sure about to check after they have completed the task.

3 Correct the activity collectively.

Key

1 d, 2 c, 3 f, 4 b, 5 a, 6 h, 7 g, 8 e

4 Move on to the second worksheet. Remind your class that the fact that a word begins with a capital letter means that it must either go at the beginning of the sentence or be a proper noun (name: Li Sun, John, China, England, etc.), and that a word with a full stop after it must go at the end of the sentence.

5 Hold up a copy of worksheet 2 and explain how the activity works.
Pupils cut out the 20 blocks from the puzzle at the top of the page, to place them on the grid below. By placing them correctly, they will be able to read the secret message.
Pupils do not necessarily have to do the puzzle in order. They should look for capital letters, full stops and letters of which there is only one in that position.
They should not assume that any combination will fit, as some letters are repeated in the same positions. They must think about the meaning to find a coherent message.

6 Divide the class into pairs. Give each pair a copy of the worksheet and ask them to cut out the pieces.

7 Circulate to monitor and help.

8 Correct the activity collectively. Ask pupils to read the text back to you and write it on the board. Allow pupils sufficient time to correct their own work.

Key

The family treasure is under the tallest tree next to the lake. You can find me in a house at the top of the mountain.

Extension

Pupils draw a picture to show the information in the secret message.

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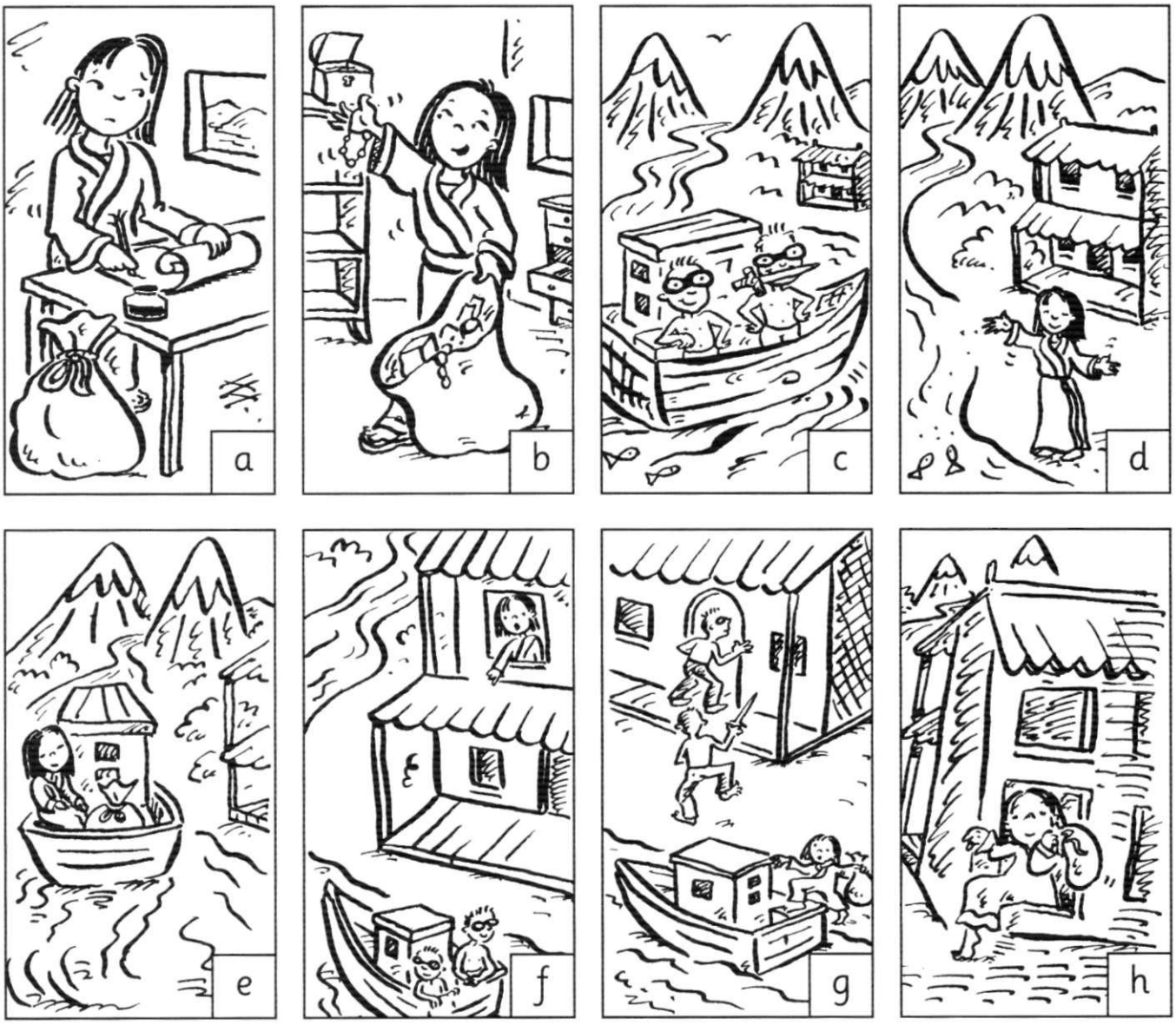
Li Sun (1)

Read the story.

Li Sun lives in a house by a lake in China. One day some robbers came to her house by boat. They sailed down the river between the mountains. Li Sun saw them from an upstairs window. She quickly put her family treasure into a big bag. Then she climbed quietly out of a small window at the back of the house. While the robbers were going into the house, Li Sun got into their boat on the lake and then sailed away. Before she left the house, she wrote a secret message for her family.

Order the pictures.

1 d 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___



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Li Sun (2)

Before Li Sun escaped from the robbers, she hid all the family treasure. She left these pieces of paper to tell her family where it was.

Do the puzzle to find the treasure.

m	i	l	y			n	d	e	o	p	
u	r	e		i	s	l	e	s	u	n	t
r		t	m	e			t	h	o		t
t		t	e		a	t	h	e	o	u	
	f	i	h	e		n	d		T	h	e
a		h	r	e	e	o	u	s		t	r
		u	o	f		t		t	i	n	
t	a	l	a	i	n.	e.		Y	t		
h	e		e		t		f	a	n	e	x
c	a	n		m	o	e	a	s	l	a	k

Put the blocks onto the grid and read the message.

				f					y		
				d					h		
	a							t			
		x				o					
					Y				c		
	f					m					
					s				t		
							p				
	h			m							n

Where is Li Sun's treasure? _____

Where is Li Sun? _____

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3.9 Where are they sitting?

PRIMARY READING BOX

ACTIVITY TYPE
individual cognitive puzzle, information transfer

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
past simple (regular and irregular)
prepositions: *next to, opposite*

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of the *Where are they sitting?* worksheet per pupil

Before class

Make a copy of the *Where are they sitting?* worksheet for each pupil.

In class

1 Pre-teach or revise the verbs and the prepositions on the worksheet.

2 Explain what the diagram represents. Draw a circle on the board and say *This is a table.* Divide this circle into five segments and say *There are five people around the table.* Choose five pupils' names from the class and write them in the sections.

3 Draw another circle around this and write 'didn't' in it, and then draw an outer circle. Ask the five pupils whose names you have chosen some questions about their daily routine, e.g.
Did you have a big breakfast yesterday morning?
Did you watch television yesterday evening?
Did you get up late yesterday?
If the answer is *Yes*, write the appropriate phrase in the outer circle corresponding to the pupil's name, e.g. 'had a big breakfast'. If they answer *No*, write the corresponding phrase in the 'didn't' circle corresponding to their name, e.g. 'didn't have a big breakfast'. You should now have a complete diagram similar to the key below.

4 Give the pupils the worksheet. They complete the spaces by reading the information below the diagram. Be prepared to allow them sufficient time without interfering, if possible. Circulate to help and monitor.

5 Correct collectively. Pupils dictate sentences for you to write into the diagram on the board.

Key



Extension

Fast finishers can write two sentences for each person, e.g.

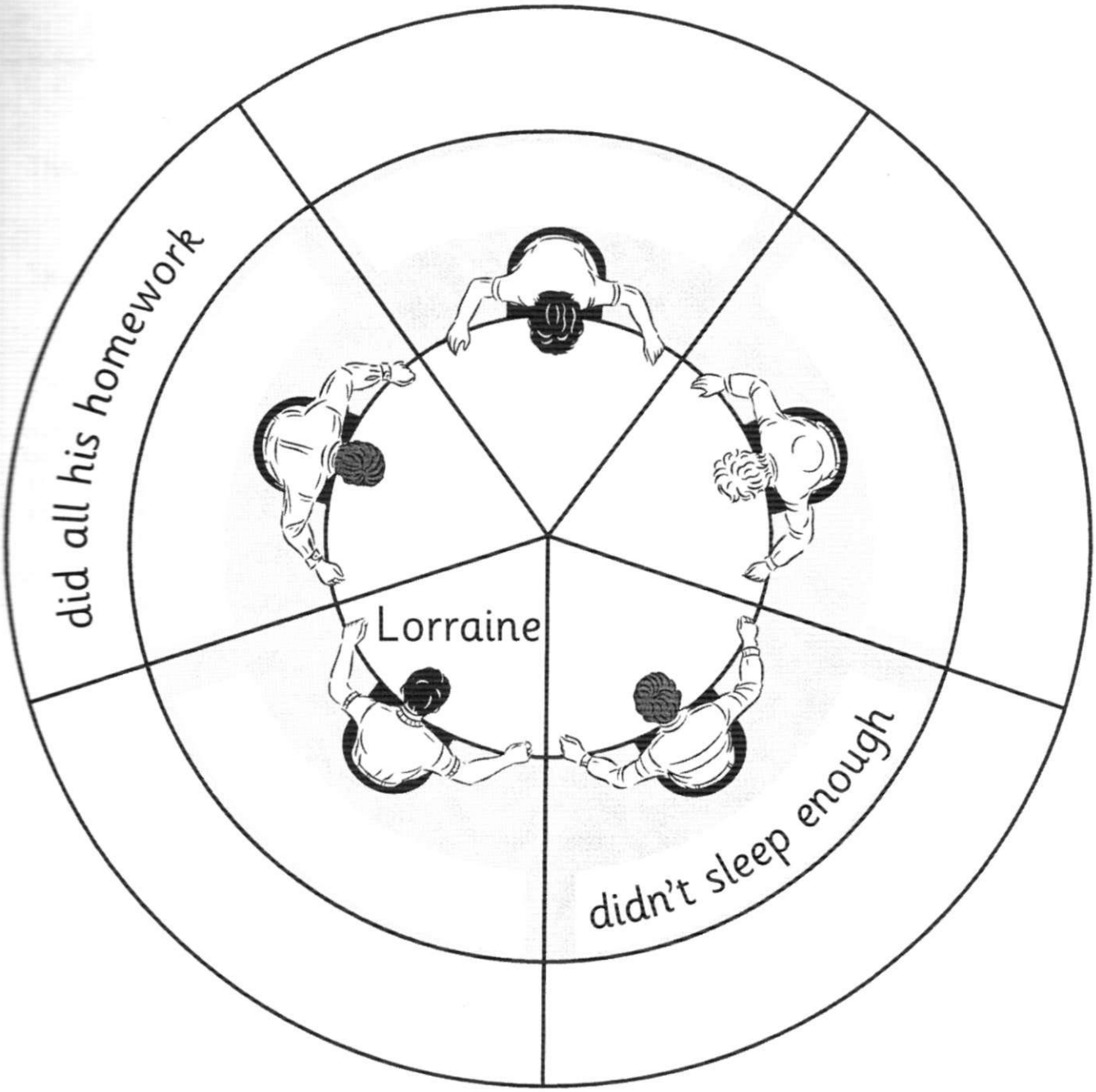
'Shaun didn't go to the cinema. He had chicken for lunch.'

Some pupils can write their sentences on the board. Correct this collectively and give pupils time to correct their own sentences.

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Where are they sitting?



1 Al's sitting between Helen and Lorraine.

2 The girl who is sitting next to Shaun saw a film at the cinema yesterday, but Shaun didn't go to the cinema.

3 Mike didn't watch TV last night because he did all his homework, but the girl opposite him didn't study at all last night.

4 One of the boys next to Lorraine played on his computer all day.

5 The boy between Helen and Mike had chicken for lunch, but the girl opposite him didn't eat much. She went to her sister's party.

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PRIMARY READING BOX

Broken sentences 2

ACTIVITY TYPE
pairwork matching activity

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
because, clauses of reason

LEVEL
3

AGE RANGE
11–12

TIME
20 minutes

MATERIALS
a copy of the *Broken sentences 2* cards per pupil

Before class

Make a copy of the *Broken sentences 2* worksheet for each pupil. You can make the activity shorter by leaving out some sentences, if you wish.

In class

1 Explain the object of the activity. This can be done by example on the board. Write 'He opened the window' on one side of the board and a number of possible combinations on the other, e.g. 'because he was cold', 'because he liked football', 'because he was hot', 'because he was late'.
Elicit the correct combination from pupils (*Because he was hot*) and write out the complete correct sentence.

2 Give each pupil a copy of the worksheet. Let them look at it for a few minutes to familiarise themselves with their contents. Pupils cut the worksheet into 28 cards and place them face up on the desk.

3 Divide the class into pairs. Pairs work together to match up each of their sets of cards as in the demonstration. Explain that some sentences are grammatically and factually correct, e.g.
'We were late for school because it was raining.'
'We went to the cinema because it was her birthday.'
However, because it is necessary to make 14 correct sentences, the final two would be nonsensical, so an element of reasoning or logical deduction is necessary. It is important not to correct their sentences or offer too much help until they have completed all 14 sentences.

4 Monitor to check that they are making correct combinations. Show pupils how to look for a logical connection between parts of sentences, e.g. 'photos'–'camera', 'umbrella'–'rain', 'film'–'cinema'. Try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.

5 Correct collectively, with pupils reading out sentences for others to check their combinations.

Key

1e, 2l, 3h, 4c, 5n, 6k, 7d, 8f, 9i, 10g, 11b, 12m, 13j, 14a

Extension

Dictate six beginnings of sentences, e.g.

She left her schoolbag on the bus ...

His mother bought him a new coat ...

The children wore hats and gloves to school ...

We got good marks in the exam ...

She couldn't answer the teacher's question ...

I couldn't wash my hair ...

Pupils dictate these back to you to write on the board. Pupils work in pairs to invent suitable endings. Set a time limit of ten minutes. Then correct collectively.

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Broken sentences 2

① He ate three pieces of cake ...	ⓐ ... because you had toothache.
② They lost the football match ...	ⓑ ... because I didn't do my homework.
③ She didn't go to school ...	ⓒ ... because they were very dirty.
④ I washed my hands ...	ⓓ ... because it was cold out.
⑤ We took our umbrellas ...	ⓔ ... because he was very hungry.
⑥ You slept for ten hours ...	ⓕ ... because he didn't understand the exercise.
⑦ She wore her hat and gloves ...	ⓖ ... because they didn't get up on time.
⑧ He couldn't do his homework ...	ⓗ ... because she didn't feel well.
⑨ We went to the cinema ...	ⓘ ... because there was a good film on.
⑩ They were late for school ...	ⓙ ... because we didn't have a camera.
⑪ My teacher was angry with me ...	ⓚ ... because you were very tired.
⑫ She had a party ...	ⓛ ... because they played very badly.
⑬ We couldn't take any photos ...	ⓜ ... because it was her birthday.
⑭ You went to the dentist ...	ⓝ ... because it was raining.

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Robin Hood

PRIMARY READING BOX

ACTIVITY TYPE
pairwork matching activity

READING FOCUS
reading a comic story for gist and text organisation

LANGUAGE FOCUS
past narrative

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of the *Robin Hood* worksheet per pupil

Before class

Make a copy of the *Robin Hood* worksheet for each pupil.

In class

1. Give out a copy of the worksheet to each pupil. Draw their attention to the first picture and read text g: 'Once upon a time, King Richard, the King of England, left the country to go and fight. The new king, his brother, John, was much worse than Richard.' Ask comprehension questions: *Who's this?* to elicit the response *(It's) King Richard / King John; Where did King John go?* for the response *He went to fight; Was King John better or worse than Richard?* to elicit the response *He was worse.*
2. Continue asking questions about the other pictures, to practise vocabulary and structures which your pupils do not know and which are essential to the activity.
3. Ask your pupils to read the information in silence. When the class have finished reading, point to the first picture (the example) and its corresponding text (g).
4. Divide the class into pairs. Pupils match the text boxes with the pictures and write the appropriate letters next to the numbers. Circulate to monitor and help.
5. Correct collectively by asking pupils to read out the text in the correct order.
6. Once the activity has been corrected, ask pupils to underline any vocabulary they do not know. Write their words on the board and work together to explain the words (or in a monolingual class, translate, if you prefer). Pupils can then decide collectively which are the most important words and copy them into their notebooks.

Note

At this point, it is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words and associate them with the correct illustration. It is, however, a useful way of learning vocabulary in context.

Key

1 g, 2 h, 3 d, 4 a, 5 c, 6 f, 7 i, 8 b, 9 e

Extension

In small groups, pupils can make up their own picture story about a legendary national hero.

Using a maximum of nine boxes, they first write the story and then draw the pictures (or use photographs or pictures cut out of magazines).

Circulate to help with new vocabulary, and correct.

If time is limited, they can finish them at home.

The picture stories can be displayed on the walls.

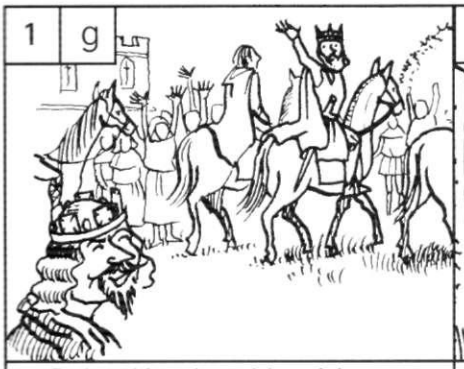
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Robin Hood

Put the text with the correct pictures.

1 g



a Robin Hood and his 'Merry Men' lived by taking food and money from the king and his officer, the Sheriff of Nottingham.

2



b That night they celebrated by having a big party in the forest. But this was only one victory. It was a long time before they defeated King John.

3



c They gave money and food to the poor, which made the sheriff very angry. He wanted to catch Robin and planned to capture him by having a competition to find the best archer in the country.

4



d One man who lost his house was Robin Hood. Robin met Little John, Friar Tuck and some others and went to live in Sherwood Forest.

5



e King John finally lost the crown when King Richard came back from the wars. People could go back to their houses and were happy again.

6



f Robin was very good with his bow and arrow and won the prize – a golden arrow. But at the same time, the sheriff's men arrested him and then put him in prison.

7



g Once upon a time, King Richard, the King of England, left the country to go and fight. The new king, his brother, John, was much worse than Richard.

8



h Under the new king there wasn't enough food for people to eat. John and his men took people's money and their houses.

9



i Robin wasn't in prison for long. His men came to rescue him by hiding him inside the body of a deer.

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PRIMARY READING BOX

Sentence jumble 2

ACTIVITY TYPE
individual/group matching activity

READING FOCUS
reading comprehension of sentences

LANGUAGE FOCUS
syntax
past tenses
obligations

LEVEL
3

AGE RANGE
11–12

TIME
30–45 minutes

MATERIALS
a copy of the *Sentence jumble 2* worksheet per pupil, enlarged copies of the word cards (optional)

Before class

Make an enlarged copy of the worksheet and cut out the 24 cards (optional). If you have fewer than 24 pupils, select the appropriate number of cards, ensuring that they make up complete sentences. Make a copy of the *Sentence jumble 2* worksheet for each pupil.

In class

1 Draw four 'cards' on the board, e.g.

a bike.	ride	I	can

2 Explain that the activity involves forming sentences, and that each sentence consists of four elements. They should use the punctuation to help them (full stop and capital letter). Elicit the sentence *I can ride a bike.*

3 Give your pupils the worksheets. They must put the words into the boxes to form the six complete sentences. They can do this by:
- cutting out the boxes and gluing them in the boxes below
- writing the words in the boxes on the worksheet
- copying the sentences into their notebooks.

4 Correct collectively on the board.

Key

We had to study last weekend.
You mustn't talk during an exam.
He got up late and missed the bus to school.
A lorry is bigger than a van.
Her hobbies are karate and windsurfing.
They didn't go shopping yesterday.

Option

Explain the activity as in steps 1 and 2.

Give each pupil a card with a word or phrase. If you have more than 24 pupils in your class, put some in pairs, putting stronger pupils with weaker ones so that they can help them.

Each pupil writes their word onto an even larger piece of card or paper (A4).

Ask pupils to walk around to find their other sentence members to form correct sentences. Set a time limit of five or ten minutes. Circulate to monitor and help. If groups form correct sentences that are not included in the key, praise them and ask them to regroup with other members to form a correct sentence.

When all the pupils have found their sentences, they line up holding their cards in front of them for correction by the other members of the class. Encourage discussion about why certain combinations are correct or incorrect. If necessary, regroup your pupils into the six sentences in the key.

Collect the cards and proceed to step 3 above.

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Sentence jumble 2

during an exam.	go	Her hobbies	bigger than
a van.	A lorry	karate	had to
You	yesterday.	the bus to school.	They didn't
is	late	We	shopping
and missed	study last	weekend.	and windsurfing.
talk	are	He got up	mustn't

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PRIMARY READING BOX

Books, books, books

ACTIVITY TYPE
individual reading comprehension activity

READING FOCUS
reading book summaries for gist

LANGUAGE FOCUS
present simple
present continuous
description

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of the *Books, books, books* worksheets per pupil, enlarged on the photocopier if you wish, a small selection of English books with simple titles including factual and fictional texts, if possible the books from the reading text

Before class

Make a copy of the *Books, books, books* worksheets for each pupil.

In class

1 Tell the class that you are going to look at some books and talk about reading.

- **a** Hold up one of the books you have brought and draw pupils' attention to the title. Tell them this is the title of the book. Ask *What's the title of this book? What do you think the book is about?* See if pupils can guess this from the title.
- **b** Draw pupils' attention to the name of the author, saying *This is the author – the person who wrote the book. What's the author's name?*
- **c** Draw pupils' attention to the back cover of the book. Say *This is the blurb – a summary that tells us about the book.* Explain that when we choose a book, we usually read the blurb first to see if it is interesting. Ask *Why do we read the blurb? Where is the blurb?* (to elicit *On the back of the book*) *Where is the title? Where is the name of the author?* (to elicit *On the front of the book*).
- **d** Explain that there are two different kinds of book: books about facts and books about fiction. Hold up an example of each kind and show the difference. Fact is about real things and fiction is about imaginary situations.
- **e** Write 'title, author, blurb, fact or fiction?' on the board for pupils to copy.

2 Ask the whole class and individual pupils different questions about books and their reading habits, e.g. *Do you like reading? Why? Why not? How often do you read books? What kind of books do you like? What's the title of your favourite book? Who's the author? What's it about? Why did you choose the book? Do you normally read the blurb on the back before you read a book? Do you like fact or fiction? Which book are you reading at the moment?*

3 Pre-teach the word *orphan*, explaining *An orphan is a boy or a girl who hasn't got a mother or a father.* Pre-teach other key vocabulary that your pupils may not know.

4 Give out a copy of the first worksheet to each pupil and tell them that they are four book covers and a summary of each book. Explain that they must get the general meaning of the text and that they do not need to know the meaning of every word. If necessary, say that further explanations will be given after the activity. Explain that they must look closely at the title and see if they can recognise any of the same or similar words in the summary that may help them. Ask your pupils to read the four texts in silence and to write the number of the text below the corresponding book. Pupils complete the activity individually.

5 Correct collectively.

6 Give out a copy of the second worksheet to each pupil. Ask your pupils to read all of the questions in silence with their pencils on the table. Set a time limit (10–15 minutes) for pupils to answer the questions. Pupils complete the activity individually.

7 The activity can be corrected individually by the teacher or collectively on the board.

Key

1b, 2d, 3a, 4c
1 true, 2 false, 3 false, 4 false, 5 false, 6 false, 7 false, 8 true, 9 false, 10 true, 11 true, 12 false, 13 true, 14 false, 15 false

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Books, books, books (1)

Read and match.

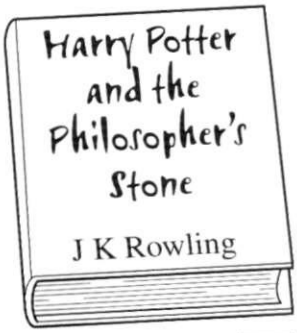
a



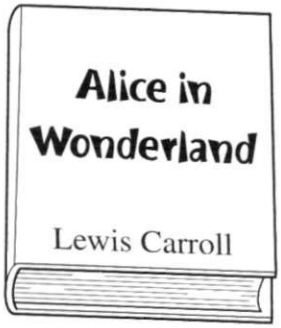
b



c



d



1

This is the story of an orphan who lives with his aunt and uncle. His aunt and uncle are very kind to him and he loves them both very much. The boy is thin and weak and wears glasses, until one day, during a school visit to a laboratory, a radioactive spider bites him. After that, he suddenly becomes strong and athletic and he does not need his glasses anymore because he can see very well. He quickly develops special powers. He can climb very high buildings and move through the city, jumping from one building to another with the help of a special spider's thread that comes out of his arms. After a criminal kills his Uncle Ben, the boy becomes a super-hero who fights crime and protects people from danger.

2

One day a little girl goes for a walk with her older sister. Suddenly she sees a white rabbit running past her. The rabbit is unusual because it is wearing clothes and talking. It is worried and looking at its watch because it is late. The girl follows the rabbit down a hole and arrives in a marvellous country full of strange animals and people. She has a lot of adventures in this wonderful land: she grows very big and then very small, she meets the Queen of Hearts and she has tea with the 'Mad Hatter'. In the end, she finds her way back to her sister in the real world.

3

This is the story of an orphan who lives with her aunt and uncle in Kansas. Her aunt and uncle are very kind to her and she loves them very much. One day when she is alone in the house, a cyclone comes and the strong winds lift it high up into the sky, carrying her and her pet dog to a strange land called Oz. The house falls on the Wicked Witch of the East and kills her. The people are very happy with the girl and give her the dead witch's silver shoes. The girl wants to go home, so she must find the wizard who can help her. The girl has a lot of adventures. She meets three friends: the Tin Man, the Cowardly Lion and the Scarecrow. They are chased by the Wicked Witch of the West, who wants the silver shoes because they have magical powers. In the end, the girl's friends help her to find the wizard, and the girl and her pet dog can go back home.

4

This is the story of an orphan who lives with his horrible aunt, uncle and cousin. The aunt and uncle are very unkind to the boy and make him sleep in the cupboard under the stairs. On his eleventh birthday, he meets Hagrid, an ogre, who brings him a letter from his new school, called 'Hogwarts'. This is not an ordinary school: it is a school for witches and wizards, because the boy has magical powers. At the school, the boy and his new friends have their first adventure. They discover a stone that has special powers – it can make you live forever. The boy must find the stone and protect it from Voldemort, a wicked wizard who is the boy's enemy.

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Books, books, books (2)

Are these sentences true (✓) or false (✗)?

1 Three books are about orphans. ____
2 Voldemort is an ogre. ____
3 A radioactive spider bites a boy's uncle. ____
4 All of the books are about children who live with their aunts and uncles. ____
5 Three books have got witches and wizards in them. ____
6 A boy gets a pair of silver shoes for his eleventh birthday. ____
7 Hagrid is a wicked wizard. ____
8 One of the girls has a pet dog. ____
9 All of the aunts and uncles in the books are kind. ____
10 Two books are about girls who go to strange countries. ____
11 Two books are about boys with special powers. ____
12 Hogwarts is a school for talking animals. ____
13 One of the girls gets back to her sister in the real world. ____
14 A boy can jump from one building to another because his shoes have got special powers. ____
15 The Wicked Witch of the West chases a girl and her pet rabbit. ____









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PRIMARY READING BOX

3.14

Text messages

ACTIVITY TYPE
individual reading, pairwork
coded information transfer

READING FOCUS
reading comprehension of a text and a text message

LANGUAGE FOCUS
using telephone 'text' language

LEVEL
3

AGE RANGE
11–12

TIME
50 minutes

MATERIALS
a copy of the *Text messages* worksheet per pupil

Before class

Make a copy of the *Text messages* worksheet for each pupil.

In class

1. Talk about mobile phones. Ask your pupils if they have one.
2. Ask your pupils if they send messages to their friends or family, either on the phone or using the computer. Ask them if they write complete words when they write messages.
3. Give out the worksheets and ask your pupils to read the article and the text code.
4. Practise some words. Ask pupils how they would write the following words in 'text': *schoolbag* ('sklbg'), *dinner* ('dnr'), *football* ('ftbl'), *book* ('bk').
5. Divide the class into pairs and refer them to the dialogue at the foot of the page. Ask them to work together to write it out in longhand in their notebooks, putting back the punctuation.
6. Circulate to monitor and prompt.
7. Correct the activity collectively. Pupils dictate it to you as you write it on the board. Draw pupils' attention to all the punctuation marks (see key) by underlining them.

Key

GEMMA: What are you going to do after school today?
LAURA: Nothing. I have to stay at home and study. I've got a science exam tomorrow. Why? What are you going to do later?
GEMMA: I'm going to meet some friends at the Happy Café. Then I'm going home. I haven't got an exam tomorrow, but I've got a lot of homework tonight. I hate homework. Are you going to Sara's party on Saturday?
LAURA: Yes. I'll see you all there.
GEMMA: Great! Good luck with your exam. Bye for now.
LAURA: Thanks. See you later. Have a nice day.

Extension

Dictate the following dialogue between Sam and Pete to your pupils (or write it up on the board) for them to translate into text code in pairs.

PETE: Hi, Sam. Are you OK? You looked sad at school today.
SAM: I'm OK, thanks. I've got an exam tomorrow and I have to study tonight. I hate studying! I want to watch football on television tonight. There's a very good game – Real Madrid versus Manchester United.
PETE: Why don't you record it on video?
SAM: I will, but it isn't the same.
PETE: Time to go. Bye for now.
SAM: OK. Talk to you later.

Key

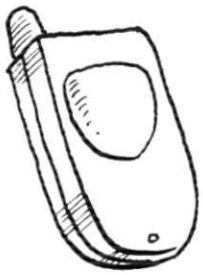
P: hi sam r u ok? u lkd sd @ skl 2dy S: i ok thnx i gt xam 2moro n i av 2 stdy 2nite i h8 stdyng i wan 2 wtch ftbl on tv 2nite ders a vry gd gm rl mdrd vs man u P: y dnt u rcrd it on vdo? S: i wl bt int d sme P: ti2go bfn S: ok tlk2ul8r

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Text messages

Read this information and the text code in the box below. Then write the dialogue between Gemma and Laura correctly.



People use their mobile telephones to 'text' each other. This means that they 'type' messages to their friends and family by using the keypad, the part of their phones where the numbers are, as a keyboard. Writing text messages can be slow and boring, so people make words shorter. That way they can 'text' faster.



Text language is changing all the time. There are no absolute rules – sometimes people write words a certain way only because of personal preference. As a general guide, though, here are some standard examples of what people do when they 'text':

- To begin with, they take the vowels out of nearly all the words and, where there are two consonants, they use only one. In this way, the title 'Text messages' would be 'txt msgs'.
- Standard abbreviations, for example 'TV', 'CD', 'Man U' (Manchester United), stay the same.
- They generally use all lower case (not capital) letters for speed, and very little punctuation.
- People use words and letters that sound the same as other words or letters (homophones). For example, in 'text' language, 'see' is 'c', 'you' is 'u', 'are' is 'r', 'for' is '4' and 'to' is '2' because these words sound the same, but they are shorter to type.



Text code

wt = what gna = going to afta = after skl = school av = have nutin = nothing
@ = at n = and l8r = later luv = love luk = luck sum = some d = the den = then
der = there o = of par t = party int = not (isn't/aren't/hasn't/haven't) gr8 = great
wit = with yr = your bfn = bye for now thnx = thanks hand = have a nice day
b4 = before h8 = hate pls = please 2nite = tonight y = why dya = do you
wan2 = want to Idk = I don't know ne = any ne1 = anyone no1 = no one
some1 = someone wknd = weekend tlk2ul8r = talk to you later ti2go = time to go
ppl = people

GEMMA: wt r u gna do afta skl 2dy?
LAURA: nutin i av 2 sty @ hme n stdy i gt a scinc xam 2moro y? wt u gna do l8r?
GEMMA: im gna meet sum frnds @ d Hppy caf, den gng hme i int gt xam 2moro, bt gt lot o hmwrk 2nite i h8 hmwrk r u gna Saras par t on satdy?
LAURA: Yes il c u al der
GEMMA: gr8 gd luk wit yr xam bfn
LAURA: thnx cul8r hand



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PRIMARY READING BOX

3.15

A science superstar

ACTIVITY TYPE
individual extended reading and pairwork sequencing activity

READING FOCUS
extended reading for gist

LANGUAGE FOCUS
biography
past narrative

LEVEL
3

AGE RANGE
11–12

TIME
30 minutes

MATERIALS
a copy of the *A science superstar* worksheet per pupil

Before class

Make a copy of the *A science superstar* worksheet for each pupil.

In class

1 Ask your class to name the famous scientists that they know, e.g. Newton, Einstein, Pasteur, Galileo, Fleming, Marconi, Marie Curie, Darwin, Baird. Prompt, suggest and write the names on the board as they are mentioned. Talk about why they were famous, using the words *discover* (*gravity, penicillin, polonium, radium*), *invent* (*pasteurisation/sterilisation techniques, the telescope, the radio, the television*), and *write* (*the theory of relativity, the theory of evolution*).

2 Talk about university studies. Explain *degree* and *doctorate* and explain what is involved in getting them: so many years' study, research, etc.

3 Tell your pupils that they are going to read about an extraordinary scientist, called Marie Curie, and her life. Explain that her life was so interesting because she had enormous difficulty becoming a brilliant scientist in the time in which she lived. She had very little money to study and do her experiments, but she still continued. She understood the importance of working in a team, each person helping each other, and always tried to help people less fortunate than herself. This is what made her 'a science superstar'.

4 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence. Explain that the paragraphs are in the wrong order and ask them to find the first one (e). When pupils identify the first paragraph, draw their attention to the numbers at the top of the page to show them where to write their answers. Remind pupils to check for time sequencing when they order the text.

5 Divide the class into pairs. Pupils cut the text up, following the broken lines, and work together to order their texts. Circulate to monitor and help.

6 Correct the activity collectively by writing the correct numbers and letters on the board.

Note

It is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words from the context. It is, however, a useful way of learning vocabulary in context.

Key

1e, 2c, 3f, 4a, 5g, 6d, 7b

Extension

Divide the class into small groups to form teams and play a quiz game. Ask questions about Marie Curie's life, e.g.

When was Marie Curie born? Who did she marry? What did she discover? Where is the Sorbonne? How many children did Marie Curie have? Why did she live with a family as a private teacher? When did Marie finish her first degree? Where was she born? Why did she attend the 'Floating' University? Why did she wear a dark blue dress at her wedding?

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A science superstar

Put the text in the right order.

Example 1 e 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____

a In 1891, Maria started studying at the Sorbonne and changed her name to Marie. At university she quickly understood that she was very behind with her studies. Her French was not as good as the other students' and she had not studied properly for eight years. She was very poor and she sometimes had to wear all her clothes at the same time to keep warm at night. Marie worked very hard and, in 1893, she finished first in her master's degree in physics. In 1894, she came second in her maths degree. Some professors helped to pay for her studies.

b In 1903, Marie Curie became the first woman to receive a doctorate in France. Her discoveries — polonium, named after her home country, and radium, meaning 'ray' in Latin – changed the world of science forever.

c Maria was born on 7 November 1867 in Warsaw, Poland. She was a brilliant pupil and graduated from high school in 1883, when she was 15 years old. She wanted to study at university, but this was almost impossible for a woman in those days. So, for a time, she went to the 'Floating' University in Warsaw. It was called the 'Floating' University because the teachers and students met for classes in a different place every night. They had to do this because the classes were illegal and it was very dangerous to attend them.

d Marie and Pierre worked as a team and helped each other in the field of science. They had two daughters, Irene and Eve. Marie had to work very hard to look after her children and complete her doctoral thesis. Marie gave money back to the university to help other poor students to study.

e Maria Sklodowska Curie was an extraordinary person and a brilliant scientist. She discovered polonium and radium and was the first person in the world to win two Nobel prizes.

f Maria's family did not have much money, so Maria agreed to work to pay for her older sister's medical studies at the Sorbonne, a famous university in Paris. Then, later, when she became a doctor, her sister would pay for Maria's studies. So Maria lived with a rich family, teaching their small children for some years. In her free time, she taught poor farm workers' children to read and write.

g When she finished her degree, Marie wanted to continue her research and get a doctorate (the highest academic qualification), something no woman in the world had done before, but she needed a laboratory to work in. A friend introduced her to Pierre Curie, who had space in his small laboratory. Marie and Pierre shared a passion for science and, through working together, fell in love and married. At their wedding, Marie did not wear a beautiful dress: she wore a dark blue one that she could use to work in the laboratory afterwards.

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Broken words

ACTIVITY TYPE
individual vocabulary matching activity

READING FOCUS
word recognition

LANGUAGE FOCUS
1 animals
2 parts of the body
3 verbs and rhyming words
4 clothes
5 food and drink
6 verbs

LEVEL
1 and 2: level 1
3 and 4: level 2
5 and 6: level 3

AGE RANGE
7–12

TIME
25 minutes

MATERIALS
a copy of the *Broken words* worksheet per pupil

Before class

Make a copy of the *Broken words* worksheet for each pupil.

In class

1 Revise or pre-teach the necessary vocabulary (see key).

2 Give each pupil a copy of the *Broken words* worksheet.

3 Explain the task by example on the board. Write:

'sa _____
_____'

on the board, and a number of word endings ('othes', 'ess', 'ppy', 'ghurt', 'ble', 'd'), each inside a box similar to those on the worksheet.

4 Ask pupils to connect the beginning with the ending. You can suggest possible alternatives for them to say *Yes* or *No*, e.g.
Is it saothes? Is it saess? Is it sappy? Is it sad?
When they get the correct answer, write the complete word on the line next to 'sa' ('sad') and tick 'd'.

5 It is important for pupils to understand that the first part of the word is only a prompt and that they must write the complete word on the line. Explain that there are two lines because there are two different words which start with 'sa'. (This varies with the different worksheets.) Write more endings on the board ('urger', 'ndwich', 'pple') and ask pupils to connect the beginning with the ending. When they get the correct answer, write the complete word on the second line next to 'sa' ('sandwich') and tick 'ndwich'.

6 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.

7 When pupils have completed the task, ask them to correct it first by comparing their sheets in small groups. Then write the correct words on the board as pupils call them out.

Key

1 fish, five, sheep, shoe, elephant, egg, horse, house, bird, bike, duck, door, chicken, chair, cat, camera, dog, doll, cow, computer

2 hair, chair, head, bread, feet, street, mouth, bath, hand, stand, knee, tree, eyes, yes, ears, cars, face, rice, foot, hot

3 like, bike, write, kite, take, snake, look, book, see, tree, sleep, sheep, run, sun, wear, bear, rain, train, sing, king

4 hat, happy, dress, drink, blouse, blue, scarf, school, shirt, sheep, coat, cheese, sweater, swim, skirt, skip, jeans, jungle, trousers, treasure

5 soup, sofa, banana, bank, bread, break, chips, children, fish, first, potato, poster, fruit, frog, juice, jungle, pasta, party, rice, rich, carrot, careful, beans, before, tomato, tomorrow, salad, scarf, burger, burning

6 burn, buy, carry, catch, end, eat, comb, come, find, finish, close, clean, believe, begin, hate, have, listen, like, agree, arrive, show, shout, skate, ski, start, stay, stop, study, whistle, whisper

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Find the animal and the word in the picture.

Example:



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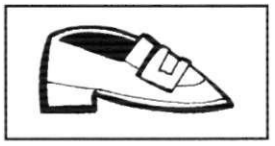


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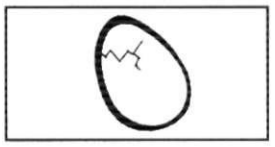


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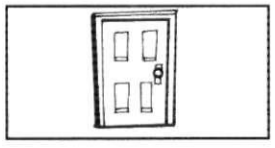


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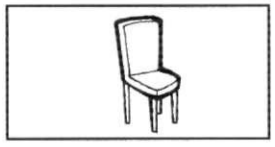


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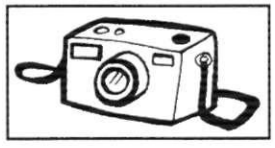


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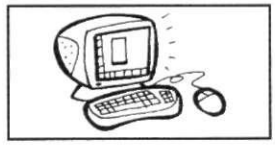
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2 Parts of the body

Find the parts of the body and another word.

Example:



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shoes

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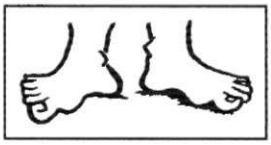
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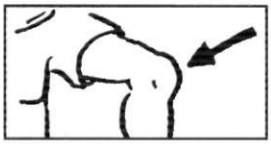
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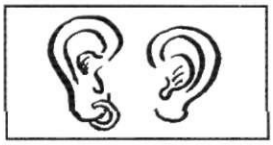
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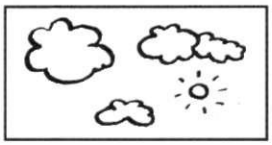
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Find the verb and the rhyming word.

Example:



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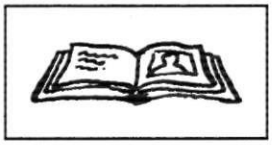
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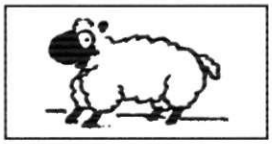
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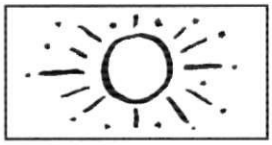
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4 Clothes

Find the clothes and another word.

Example:

sho — shorts / shoulder

1 ha — _____ / _____

2 dr — _____ / _____

3 bl — _____ / _____

4 sc — _____ / _____

5 s — _____ / _____

6 c — _____ / _____

7 sw — _____ / _____

8 sk — _____ / _____

9 j — _____ / _____

10 tr — _____ / _____

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Find the food or drink and another word.

Example:

co — coffee / cook

1 so
2 ban
3 br
4 ch
5 fi
6 po
7 fr
8 ju
9 pa
10 ric
11 car
12 be
13 tom
14 s
15 bur

og
ana
sh
uit
ffee ✓
fore
rty
tato
ildren
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6 Verbs

Find the verbs.

Example:

dr — drink, draw

1 bu
2 ca
3 e
4 co
5 fin
6 cl
7 be
8 ha
9 li
10 a
11 sh
12 sk
13 st
14 s
15 whi

top
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PRIMARY READING BOX

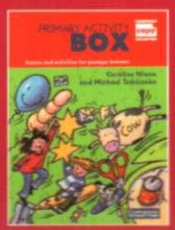
Reading activities and puzzles for younger learners

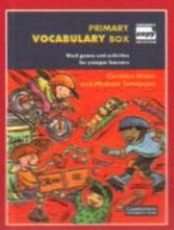


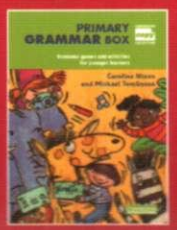
Are you keen for your pupils to develop good reading skills from an early age? Are you constantly looking for suitable texts to use in the classroom? Do you need materials that are simple to use and quick to prepare? Then you need *Primary Reading Box* to make your lesson preparation easy. It contains over 50 photocopiable reading activities designed especially for the primary classroom.

- Material for children at all levels, from simple letter recognition tasks for pupils who are beginning to read to longer extended activities for more confident readers.
- Clear step-by-step teaching notes make the activities easy to use.
- Pupils are exposed to a range of different text types including fiction, magazines, comics, short stories, poems, jokes and recipes.
- A wide range of activity types ensure pupils are given the opportunity to work in pairs, small groups and with the whole class to develop confidence in reading.
- Many of the activities are suitable for learners preparing for the Cambridge Young Learners English Tests (Cambridge ESOL).

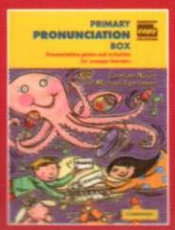
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